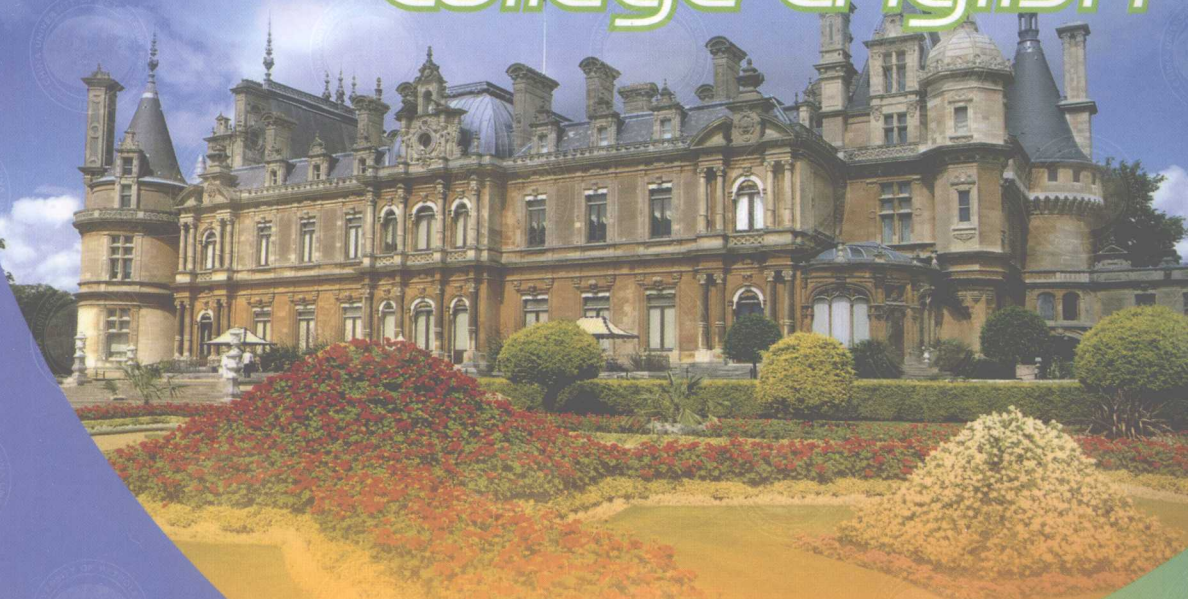




普通高等教育“十一五”国家级规划教材

山东省高职高专统编通用英语教材

New Times College English



○ 总主编 臧金兰 栾述文 柳青军

新时代 大学英语

2

教师用书

第二版

主编 栾述文 刘艳芹

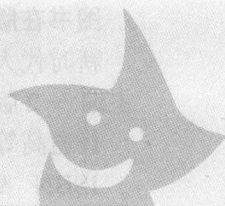


中国石油大学出版社



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Preface

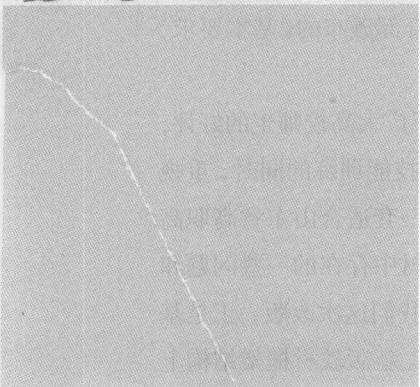


前言

教育部《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)指出,高职高专非英语专业的公共英语课程经过180~220学时的教学,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,从而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,并为今后进一步提高英语的交际能力打下基础。《新时代大学英语》(New Times College English)是一套按照主题教学模式而编写的教材。整套教材的听力、词汇和阅读等项目均依据国家教育部颁布的《基本要求》的各项规定及量化指标编写。

在过去几年的使用过程中,该套教材得到了广大高校师生的好评,认为本套教材在加强英语语言基础知识和基本技能训练的同时,重视了培养学生实际使用英语进行交际的能力,是一套适合山东省高职高专教学实际情况的好教材。与此同时,针对教材中存在的一些问题和不足,使用者们也提出了一些建设性的意见。我们这次改版,正是基于这些反馈意见以及更广泛深入的调研展开的。新版教材框架结构上变化并不大,而是吸取了英语教学的经验,使教材更能充分反映高职高专学生学习英语的特殊规律和要求。新版教材分为四册,每册有学生用书、教师用书和学习指导与同步测试。在教材内容上进行了较大调整。紧跟时代步伐,贴近大学生的生活,注重语言的规范性和题材的广泛性。增强了知识性、趣味性和实用性,降低了材料难度,更加注意结构主义的知识观和交际主义的交际观的融合,在强调知识教育的同时,又突出文化教育,不仅学习语言知识,更要了解英语文化,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情境之中,养成用英语进行思维的习惯,做到“学有所思,思有所得,得有所用”,从而使学生既掌握语言的基本技能,又为语言技能提供发展的土壤,两者的有机结合可以很大程度上避免使语言学习成为无源之水、无本之木,促进了学习者英语综合运用能力和自身素质修养的同步提升。

本次改版我们充分贯彻了“以学生为中心”、“自主式学习”等先



进的教学理念,强调在语言学习过程中情感和态度的重要性,注重开发学习者的自我潜能,在教学环节设计上注意充分调动学习者主动参与的积极性。《新时代大学英语》在课堂教学活动和课下练习活动的设计和安排等方面为教师和学生提供了较为广阔的空间,教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式。

学生用书第二册包括读写和听说两部分,分别有10个单元。

读写部分 每个单元有一个主题,含同一主题的课文两篇(正副课文各一篇)。每单元由 Part I Learn to Communicate; Part II Text; Part III Translation; Part IV Fast Reading; Part V After-class Reading 和相关练习组成。分别介绍如下:

Part I Learn to Communicate 给出了与单元主题相关的几个话题,通过教师与学生、学生与学生之间的互动,了解本单元主题知识,激发学习兴趣,导入课文的学习。

Part II Text 由课文、词表、注释和练习四部分组成。练习主要包括课文理解、词汇、结构等几方面。

Part III Translation 分10个专题,主要讲述英译汉翻译方面的基本技能,并附有一定数量的练习,巩固所学到的知识。

Part IV Fast Reading 为限时阅读,是提高学生快速阅读能力的有效手段。

Part V After-class Reading 由课后阅读文章、词表和练习组成,进一步扩大词汇量和知识面,加深对主题语言的理解和把握。

通过各部分多种形式的练习,大力盘活中学所学习的词汇、语法,消化并提升,使之成为语言交际的实际技能。

听说部分 每单元围绕一个主题,旨在培养和提高学生的口头语言交际能力,主要包括下面几个部分:

Part A Listen, Repeat and Write

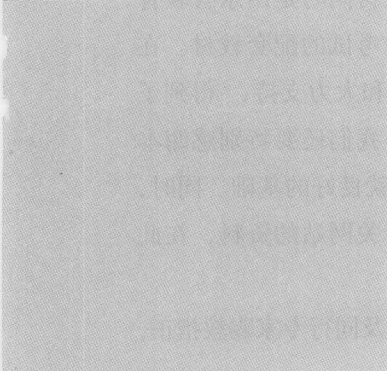
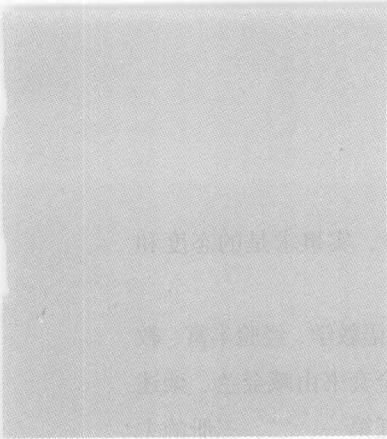
Part B Understand the Short Conversation

Part C Listen and Understand

Part D Conversational Practice

Fun Time English Song, Movie

教师用书每单元由6部分组成:(1) Background Information (背景信息); (2) Brief Introduction (课文概要); (3) Text Structure Analysis

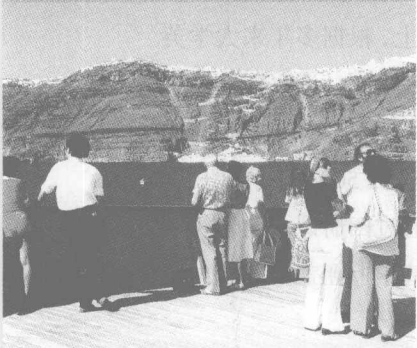


(课文结构分析); (4) Language Points (语言点讲解); (5) Key to Exercises (练习答案); (6) Chinese Version (课文译文)。书后附有 Script and Key (听力原文和答案) 及与听力主题相关的注释。教师用书是与学生用书相应配套的教学指导用书, 从目前教学实际出发, 为教师提供了丰富翔实的教学资源, 最大程度减轻了教师的备课工作量, 具有较强的实用性。

为方便教学和学习者自学使用, 教材学习光盘与课本相配套。光盘界面设计亲切美观, 条理清晰, 其内容包含了学生用书和教师用书所有相关项目, 提供了发音规范、语速适中的单词和课文录音, 而且对《基本要求》中的大多数核心词汇进行了更为详细的讲解。光盘中还提供了若干英语原版电影的片断和英文歌曲, 使学生在轻松愉快的气氛中感受纯正地道的英语。新版教材还专为教师制作了 PowerPoint 格式课件。电子教案的制作凝聚了几十位一线具有丰富教学经验的教师的智慧, 图文并茂, 内容丰富, 为使用本教材的一线教师提供了强有力的教学支撑, 同时也大大拓展了教师授课的视野、开阔了思路。多媒体学习光盘运用先进的科学技术, 将英语的听、说、读、写、译等各项综合技能有机地融合为一体, 实现人机互动, 为本教材搭建了一个比较完整的、多元的、立体化的英语学习平台, 从而更好地达到个性化、自主式学习的目的。

本教材是在进行了大量的理论研究的基础上, 根据多年来大学英语教学的实践经验和高职高专英语的实际情况编写的。读写部分第一册起点为 1 600 词, 课文长度一般在 450 词左右, 第二册的起点为 2 000 词, 课文长度一般在 550 词左右, 第三册的起点为 2 500 词, 课文长度一般在 650 词左右。第四册的难度略有提高。通过四册课文的学习及各项综合练习, 词汇量可达到 4 000 词左右, 基本上涵盖了《基本要求》上的所有词汇。

本教材选材新颖, 课文绝大多数选自近几年出版的英美报刊书籍。题材多样, 涉及到人文、地理、社科、自然科学等方方面面, 所选文章具有时代性、知识性、趣味性和科学性。内容丰富、体系完整, 注重听、说、读、写、译等诸方面技能全面协调的发展, 循序渐进, 从易到难, 具有明显的梯度变化, 练习形式活泼多样, 突出实用性和可操作性, 能激发学生的学习兴趣, 体现新课程理念, 力求通过教材的学习不仅使学生学到语言知识和技能, 同时激发他们的心智, 开阔



视野，培养独立思考的精神、分析批判的能力、实事求是的态度和理性思维的习惯。

本套教材由多所高校几十位多年从事大学英语教学、经验丰富、教学效果优秀的资深教授和一线骨干教师编写。全套书由臧金兰、栾述文、柳青军三位教授担纲总主编，并且分别担任第一、二、三册的主编。本册书由栾述文、刘艳芹主编，赵丽、潘荔霞、徐小雁、石绍云任副主编，参加编写的还有臧金兰、柳青军、马茂祥、隋志娟、刘素媛、杨金蕊、张传强、冯潇、汤蒙、刘晓青、陈效新、杨芳、张淑芳、崔敏、周俊霞等。栾述文、刘艳芹对本书内容进行了审阅、修改、统编和定稿。全书承蒙美籍专家 Franz Hegmann 博士审阅。

本教材是普通高等教育“十一五”国家级规划教材，主要供高职高专非英语专业的公共英语课程使用。本教材同时是山东省教育厅统编教材，是山东省高职高专英语应用能力考试的配套教材。在本教材编写过程中得到了山东省教育厅的关心和大力支持，得到了同行专家的指导和帮助，对此我们深表谢忱。我们还要特别感谢本教材原版的参与者，感谢他们辛勤的付出，铸就良好的基础。同时，我们在编写过程中参考了众多报刊、书籍和有关网站的资料，在此一并向作者表示诚挚的谢意。

本教材中的疏漏或不当之处，恳请广大读者及同行专家赐教指正，以期进一步修改完善。

编者

2008年8月

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Unit 1 Language

I Background Information

1 What is Language?

The term “language” normally refers to human speech, spoken or written. Language forms the basis of communication between all human beings. About 95% of the world’s population speak one of the 100 most widely used languages. English and French both have more second-language speakers than native-speakers as a result of the imperial expansion of Britain and France. Partly due to the British and American pop culture, English is fast becoming the universal foreign language of Europeans.

2 British English and American English

Like all languages, English has many dialects which reflect social changes and settlement patterns that have occurred over many centuries. Although specialists disagree on the exact meaning of dialect, generally it refers to a socially or regionally restricted variety of a language. In many cases, it is impossible for people speaking different dialects to understand each other. An accent is the distinctive manner of pronunciation and intonation typical of a given region or a social group. There are many different accents in England, Wales, Scotland, Ireland, Canada, and the United States. An accent shows where a person comes from and, to an extent, what class he or she belongs to.

British and American English are varieties of the same language. However, they differ to some extent in pronunciation, vocabulary, spelling and grammar. In American speech, sounds are given greater length than in British English. Because of this the British tend to criticize the American “drawl” while the American may mock the “clipped” sound of British speech. Everyday idiomatic expressions frequently differ. Americans may talk about a “line on the sidewalk” whereas the British will say there is a “queue on the pavement”. American spelling often seems simpler than

the British version. The British write “humour” and “programme”, but Americans write “humor” and “program”. There are even some differences in grammatical usage. The American can say “I have gotten” and “different than”. On the other hand, the British insist on “I have got” and “different from”. However, in the worldwide use of English as an academic language these differences are incidental and insignificant.

3 The Future of English

As some people predict, English will retain its currency in the world for the next 50 years or so, but it is difficult to see it retaining it beyond then. If the Chinese could establish some reasonable alphabeticisation(拼音文字), then give the exponential population growth among Chinese communities, their language would rapidly gain in importance. And there's also Spanish; some predict that there will be a Spanish majority in the United States within twenty years. So it is not impossible to conceive that one day another language might come to dominate besides English. An equally important trend will be the fragmentation of English. Many countries are now using English so much that they are starting to teach their own particular brand of the language with different forms of sentence construction, for example. They no longer want native speakers to teach English, but locals whose version of English contains the same forms as the local use of the language. This is not just true in colonial countries, it's happening as far apart as Germany and the Pacific Rim(环太平洋沿岸地区).

II Brief Introduction

Animals can communicate with each other through making sounds or giving signals, and sometimes humans can communicate in similar ways. But we humans have something that no other animal has, that is, language. We have a large number of words which have the meanings of things, actions, feelings or ideas. And language is such a common cultural phenomenon that it can be really called the second nature of the human race. Through the passage you'll have a clearer understanding of the features of human language.

III Text Structure Analysis

The passage can be divided into three parts:
 Part One (Para. 1~3): The language gifts of animals.
 Part Two (Para. 4~5): The features of human languages.

Part Three (Para. 6): Words in different languages.

IV Language Points

- ★ 1. Its tail, which is white, moves up and down as it runs. (Para. 1, L. 1~2) 在逃跑时,白色的尾巴上下摆动。

up and down: so as to rise and fall; completely or thoroughly 上上下下;处处
The float bobbed *up and down* on the water. 漂浮物在水面上上下下浮动。

I have looked for it *up and down*. 我到处都找过了。

- ★ 2. When a cobra is angry, it raises its hood and makes itself look fierce. (Para. 2, L. 1~2) 当眼镜蛇发怒时,它会挺起膨胀的颈部,使自己看起来很凶恶的样子。
fierce a.

1) violent; cruel; angry 凶猛的

He has a very *fierce* look on his face. 他脸上一副凶相。

2) intense 猛烈的,强烈的

Because there is so much unemployment, the competition for jobs is very *fierce*. 由于失业人数众多,寻找工作的竞争十分激烈。

- ★ 3. Some birds make several different sounds, each with its own meaning. (Para. 3, L. 2~3) 有些鸟会发出几种不同的声音,每一种声音都表达不同的意思。

Meaning: Some birds make several different sounds to communicate with one another. Each sound has its own meaning.

- ★ 4. We make sounds like “Oh!” or “Ah!” when we are frightened or pleased or when we drop something on our toes! (Para. 3, L. 4~5) 当我们害怕或高兴时,或当东西砸在脚趾上时,我们会发出“嗷”或“啊”的声音。

frightened a. afraid; alarmed 害怕的;受惊吓的

She was nearly *frightened* out of her life. 她几乎被吓死。

She was very *frightened* to look down from the top floor of the building. 她从那栋建筑物的顶楼往下看时,感到很害怕。

frighten vt. 使惊恐;吓唬

frightening a. 可怕的,令人恐怖的

pleased a. feeling or showing satisfaction or happiness 高兴的,愉快的

I'm very *pleased* to meet you. 见到你很高兴。

I was so *pleased* when they said they'd be able to stay another week.

当他们说能够多留一星期时,我非常高兴。

pleasing a. 讨人喜欢的;使人满意的

It is *pleasing* to think that these lovely children are mine.

一想到这些可爱的孩子们都是我的,我就感到愉快。

- ★ 5. Human speech is primarily a system of conventional signs with a small number of

words in each language that are held to phonetically resemble and represent some real sound. (Para. 3, L. 5~8) 人类语言主要是一个常规符号体系,在每一种语言中都有少量词汇在发音上模仿或代表某些真正的声音。

primarily *ad.* in the first place; at first; essentially 首要地;首先;最初地

We do deal with paintings here, but this is *primarily* a furniture shop.

我们商店的确也经营油画,但是它主要是一个家具店。

primary *a.*

1) 初级的,最初的

It's in the *primary* stage. 它正处于初级阶段。

2) 主要的;基本的

The *primary* cause of Tom's failure is his laziness.

汤姆失败的主要原因是懒惰。

Love and hatred are *primary* emotions. 爱和恨是人类最基本的情感。

conventional *a.* based on convention 惯例的;常规的;传统的

conventional greetings 惯用的问候语

He is rather *conventional* in his daily life. 他的日常生活总是一成不变。

resemble *vt.* look or be like 像,类似

The father and his son *resemble* each other both in appearance and in nature.

父子俩外貌和性情都相似。

Her voice *resembles* her mother's. 她的声音跟她母亲的一样。

representative *a.* 代表的;有代表性的,典型的 *n.* 代表;代理人

- ★ 6. Social order, be it human or animal, is impossible without some form of communication. (Para. 4, L. 1~2) 如果没有某种形式的交流,不管是人类还是动物,都不可能有序。

“be+主语+表语”表示让步,相当于 *whether* 从句

Everyone has the right to vote, *be they rich or poor.*

不管贫富,任何人都有选举权。

She keeps on doing morning exercises, *be it cold or hot.*

无论寒暑,她都坚持早上锻炼。

- ★ 7. Cooperation depends upon the existence of some kind of sign system, signals which can take a variety of forms. (Para. 4, L. 2~3) 某种形式的符号体系是合作的基础,而这些信号可以有多种形式。

Meaning: Cooperation is based on the existence of some kind of sign system, that is, various signals.

cooperation *n.* working or acting together for a shared purpose 合作;协作;配合

friendly *cooperation* among nations 各民族的友好合作

By close *cooperation*, we shall succeed in our enterprise.

通过密切合作,我们的事业一定成功。

cooperate *vi.* 合作;协作;配合

cooperate harmoniously with sb. 与某人和谐地合作

All these things *cooperated* to make this work a success.

所有这些事情配合起来,使这项工作获得成功。

cooperative *a.* 合作的;协作的

existence *n.*

1) the state of existing or being 存在

When did this world come into *existence*?

这个世界是什么时候开始存在的?

2) life; way of living 生存;生活(方式)

John provides us with all the necessities of *existence*.

约翰为我们提供了全部的生活必需品。

a variety of: various; a group or collection containing different sorts of the things or people 各种各样的

a wide variety of occupations 各行各业

He gave up for *a variety of* reasons. 由于种种原因,他放弃了。

- ★ 8. But we have something that no animal has — a large number of words which have the meanings of things, actions, feelings or ideas. (Para. 4, L. 3~5) 但是我们人类有其他动物所不具备的——大量表达事物、行动、感情以及观点的词汇。

a number of 许多(number前可有 large, small 等形容词来修饰;另外,注意区别 the number of “……的数目”。)

A number of lives were lost in the accident. 许多人在事故中丧生。

The number of books in this library is surprising.

这家图书馆藏书的数目惊人。

- ★ 9. We are able to give each other information, to tell or inform other people what is in our mind or how we feel. (Para. 4, L. 5~6) 我们相互之间可以传递信息,可以告诉其他人我们的想法或感受。

inform *vt.* to tell sb. about sth. 告知,通知

inform sb. of/about sth. / inform sb. that 告知某人某事

be informed of sth. / be informed that 听说,接到……通知

Please *inform* us of any changes of address.

地址若有变动请随时通知我们。

I have *been informed that* the couple will marry next year.

我得到消息说他们俩明年结婚。

- ★ 10. Perhaps he grunted like a pig when he lifted something heavy. (Para. 4, L. 10~11) 也许当人举起重物时会发出猪一样的呼噜声。

lift

lift *v.* 1) to take sth. in your hands and raise it, move it, or carry it somewhere 提,吊,抬起

The fellow *lifted* a rock only to drop it on his own feet.

这家伙搬起石头来砸自己的脚。

2) to move upwards into the air (尤指向上)移动,提高,提起

He *lifted* the suitcase down from the rack.

他把手提箱从行李架上拿下来。

n. 1) a movement in which sth. is raised up 提,吊,上升

Give him a *lift*; he's too small to see anything.

把他抱起来;他人矮,什么也看不见。

2) a machine that carries people or goods up and down to different levels in a building <英>电梯

They took the *lift* down to the bar. 他们乘电梯去下面的酒吧。

★ 11. Somehow he learned to make words. (Para. 4, L. 12~13) 总之,人类以某种方式创造了语言。

somehow *ad.*

1) in some way (or other); by one means or another 以某种方式,用某种方法

We must find money for the rent *somehow* (or other).

我们总得设法找钱付房租。

We shall get there *somehow*. 我们总会有办法到那里的。

2) for some (vague) reason (or other) 为某种理由,不知怎么地

Somehow they did not seem to get an opportunity to object.

不知怎么地,他们看起来连反对的机会都没有。

We must get the work finished *somehow* (or other).

我们必须设法把工作做完。

★ 12. As the centuries went by, he made more and more new words. (Para. 4, L. 13~14) 随着时间的推移,人类创造出越来越多的新词汇。

go by

1) to pass 过去,走过,经过

as time *goes by* 随着时光飞逝

A squad car *went by* (us) at full speed. 一辆巡逻车以全速驶过(我们)身旁。

Several years *went by* before they met again.

他们过了好几年后才再度见面。

2) to form an opinion or judgment from 凭……而判断

It is not always wise to *go by* appearances.

凭外表判断不一定总是明智的。

★ 13. Language is such a pervasive cultural phenomenon that it can truly be called "second nature". (Para. 5, L. 1~2) 语言是一种非常普及的文化现象,以至于可以称作人类的第二本性。

such... that... : so... that... 如此……以至于…… (such 后通常跟名词,而 so 后面通常跟形容词或副词。)

He shut the window with *such* force *that* the glass broke.