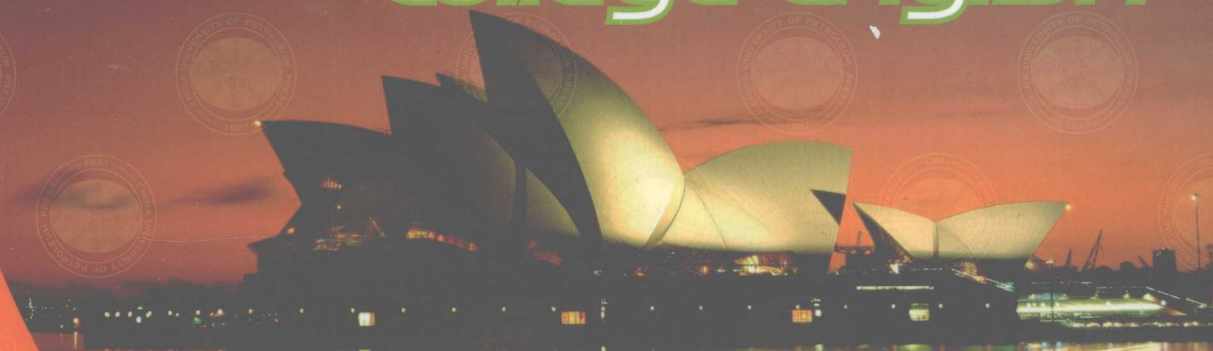




普通高等教育“十一五”国家级规划教材

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

学生用书

第二版

主编 栾述文 刘艳芹



中国石化大学出版社



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

2

New Times College English

总主编 臧金兰 栾述文 柳青军

新时代大学英语 (第二版)

学生用书

2

主编 栾述文 刘艳芹

出版者：中国石化大学出版社
地址：http://www.sinopec.com
电子邮箱：cphians@mail.hbpu.cn
印刷者：青州市印刷厂
发行者：中国石化大学出版社（电话：0546-8321810）
本：185 × 260 毫米 15.75 元
半：185 × 260 毫米 30.1 元
次：2008年10月第2版第1次印刷
册：20.90 元

中国石化大学出版社

图书在版编目(CIP)数据

新时代大学英语(第2册)学生用书/栾述文,刘艳芹
主编.—2版.—东营:中国石油大学出版社,2008.9
普通高等教育“十一五”国家级规划教材
ISBN 978-7-5636-2589-5

I.新... II.①栾...②刘... 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085242号

版权所有,侵权必究。举报电话:0546—8392062/8391810

本书封面贴有中国石油大学出版社电码防伪标签,无标签者不得销售。

书 名:新时代大学英语(第2版)Ⅱ(学生用书)
主 编:栾述文 刘艳芹

责任编辑:徐 伟
封面设计:凌 波

出版者:中国石油大学出版社(山东 东营,邮编257061)
网 址:<http://www.uppbook.com.cn>
电子信箱:erbians@mail.hdpu.edu.cn
印刷者:青岛星球印刷有限公司
发 行 者:中国石油大学出版社(电话0546—8391810)
开 本:185×260 印张:17.75 字数:361千字
版 次:2008年10月第2版第1次印刷
定 价:26.90元

新时代大学英语
New Times College English

本书编者名单 >>

主 编 栾述文 刘艳芹

副主编 赵 丽 潘荔霞 徐小雁 石绍云

审 稿 Franz Hegmann 〈美〉

编 者 栾述文 臧金兰 柳青军

刘艳芹 陈效新 杨 芳

张淑芳 崔 敏 周俊霞

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

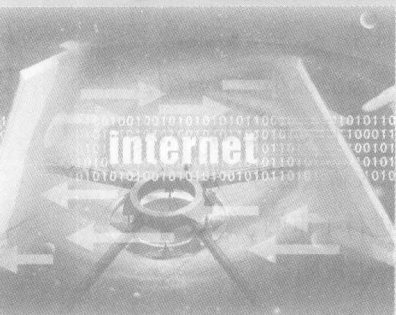
Part B Understand the Short Conversation

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

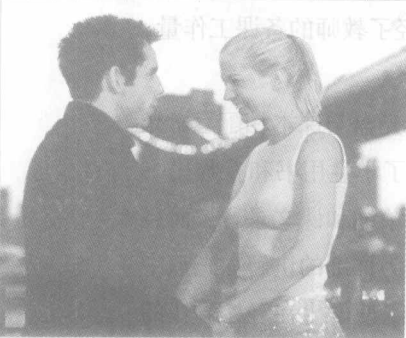


信息); (2) Brief Introduction (课文概要); (3) Text Structure Analysis (课文结构分析); (4) Language Points (语言点讲解); (5) Key to Exercises (练习答案); (6) Chinese Version (课文译文)。书后附有 Script and Key (听力原文和答案) 及与听力主题相关的注释。教师用书是与学生用书相应配套的教学指导用书, 从目前教学实际出发, 为教师提供了丰富翔实的教学资源, 最大程度减轻了教师的备课工作量, 具有较强的实用性。

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

Contents

目录



Unit 1 Language /1

Text The Gift of Language /2

After-class Reading How to Be a Successful Language Learner /13

Unit 2 Customs /19

Text The British Through My Eyes /21

After-class Reading American Social Customs /33

Unit 3 Attitude Towards Life /38

Text Failure Is Only Feedback /40

After-class Reading Life is All about Choices /52

Unit 4 Education /58

Text What Is a University Education for? /61

After-class Reading The Myth of College /76

Unit 5 Computer and Internet /82

Text China Will Rule the Internet /83

After-class Reading E-mail /95

Unit 6 Fashion /99

Text Fashion Queen Vera Wang /100

After-class Reading Hair Dye /113

Unit 7 Traveling /119

Text Tower Bridge of London /121

After-class Reading An Unforgettable Cruise /132

Unit 8 Money /137

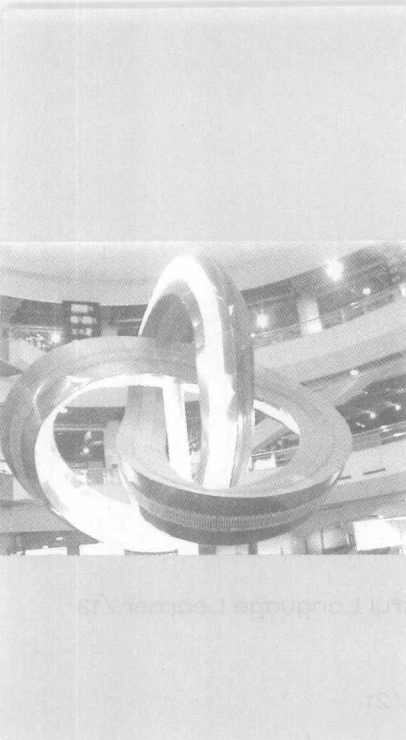
Text Li Ka-shing and a Coin /139

After-class Reading Money /150

Unit 9 Entertainment /155

Text The Number One Entertainment—Television /156

After-class Reading Hollywood /170



Unit 10 Advertisement /176

Text A Useful Service to the Community /177

After-class Reading Passage One Phillip Island Day Tour /188

Passage Two She's Got Her Grandma's

Eyes /189

Listening and Speaking

Unit 1 Talking about Courses /197

Unit 2 Asking for and Giving Opinions /202

Unit 3 Telephoning /208

Unit 4 Dining out /215

Unit 5 Shopping /220

Unit 6 Health /224

Unit 7 Asking for Permission /229

Unit 8 Congratulations and Compliments /234

Unit 9 Making an Appointment /240

Unit 10 Making and Responding to Requests /245

Glossary /250

Phrases and Expressions /269

Unit 1

Language

新 时 代 大 学 英 语

☞ Text The Gift of Language

☞ After-class Reading How to Be a Successful Language Learner?



NEW TIMES COLLEGE ENGLISH

Learn to Communicate

Work in pairs or groups to discuss the following questions:

1. Power of Words

In our lives, other people's words can change our mood and even our attitude. Words are essential link between people. In the following situations, how would you feel? What other words ever encouraged you, moved you, or hurt you?

- 1) It's the first time that you deliver a speech in English. But you are always scared of speaking in front of the public, and you don't think your English is good enough. So you are very nervous. You can't even say a word fluently. When you manage to finish it at last, your teacher says to you, "Well done. I'm proud of you for trying."
- 2) You get a serious illness in the university and have to stay in hospital for some days, but your parents cannot come to take care of you. Your classmates say to you, "Don't worry. We'll be with you all the time."
- 3) You are doing your homework. But you find some questions too difficult to answer. So you turn to one of your roommates for help. He says to you, "You are so stupid."

2. Advice on Language Learning

How to learn English well? Work with your group members to come up with at least seven suggestions on English learning and prepare a short report.

- 1) Choose one person in the group to present your report to the whole class;
- 2) When you have heard the reports from other groups, have you found any suggestions helpful?



The Gift of Language

When a rabbit sees something dangerous, it runs away.¹ Its tail, which is white, moves up and down as it runs.² The other rabbits see this white tail moving up and down, and they run too.³ They know that there is



danger. The rabbit has told them something without making a sound. It has given them a signal.

② Many other animals use this kind of language. When a cobra is angry, it raises its hood and makes itself look fierce. This warns other animals. When a bee has found some food, it goes back to its home. It cannot tell the other bees where the food is by speaking to them, but it does a little dance in the air. This tells the bees where the food is.

③ Some animals say things by making sounds. A dog barks, for instance, when a stranger comes near. A cat purrs when pleased.⁴ Some birds make several different sounds, each with its own meaning.⁵ Sometimes we human beings speak in the same way. We make sounds like “Oh!” or “Ah!” when we are frightened or pleased or when we drop something on our toes! 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.⁶

④ Social order, be it human or animal, is impossible without some form of communication.⁷ Cooperation depends upon the existence of some kind of sign system, signals which can take a variety of forms.⁸ But we have something that no animal has — a large number of words which have the meanings of things, actions, feelings or ideas.⁹ We are able to give each other information, to tell or inform other people what is in our mind or how we feel.¹⁰ By writing words down we can remember things that have happened, or send messages to people far away. No animal can do this. No animal has the wonderful power of language. No one knows how man learned to make words. Perhaps he began by making sounds like those made by animals. Perhaps he grunted like a pig when he lifted something heavy. Perhaps he made sounds like those he heard all round him — water splashing, a bee humming, a stone falling to the ground. Somehow he learned to make words. As the centuries went by, he made more and more new words. This is what we mean by language.

⑤ Language is such a pervasive cultural phenomenon that it can truly be called “second nature”. In the immeasurable length of time since this form of behavior was acquired by the human race, language has always been the best integrated and most often used medium of cultural expression.¹¹ The idea of human society and of man himself as a reasoning being¹² cannot be separated from the fact that man possesses language.

⑥ People in different countries made different kinds of words. Today there are about fifteen hundred different languages in the world. Each contains many thousands of words. A very large English dictionary, for example, contains four or five hundred thousand words. The words you know are called your vocabulary, so you should try to make your vocabulary bigger. Read as many books as you can, and you can be master of the language as well.

(556 words)

New Words

- *cobra ['kəubrə] *n.* 眼镜蛇
- *hood [hud] *n.* (眼镜蛇) 膨胀的颈部
- fierce [fiəs] *a.* 凶猛的; 狂热的; 猛烈的
- warn [wɔ:n] *v.* 警告, 告诫
- bark [bɜ:k] *v.* 吠, 咆哮 *n.* 吠声
- *purr [pə:] *v.* (满足时) 发出呜呜的叫声, 发出喉音
- frightened ['fraitənd] *a.* 害怕的, 受惊吓的
- toe [təu] *n.* 脚趾, 足尖
- primarily ['praiməri] *ad.* 首要地, 主要地; 最初地
- *conventional [kən'venʃənəl] *a.* 惯例的; 常规的; 传统的
- *phonetically [fə'netikəli] *ad.* 按照发音地, 语音学上
- resemble [ri'zembl] *vt.* 像, 类似
- cooperation [kəu'ɒpə'reiʃən] *n.* 合作, 协作; 配合
- depend [di'pend] *vi.* (on, upon) 依靠, 依赖; 信赖, 相信; 取决于
- existence [ig'zistəns] *n.* 存在; 生存
- inform [in'fɔ:m] *v.* 通知, 报告
- *grunt [grʌnt] *v.* (猪等) 作呼噜声
- lift [lift] *v.* 提, 吊; (尤指向上) 移动, 提高, 提起 *n.* 提, 吊; 〈英〉电梯
- *splash [splæʃ] *v.* 溅, 泼, 溅湿 *n.* 溅, 飞溅; 斑点
- *hum [hʌm] *v.* 嗡嗡叫, 哼
- somehow ['sʌmhau] *ad.* 以某种方式, 用某种方法; 不知怎么地
- *pervasive [pə'veisiv] *a.* 普遍深入的
- phenomenon [fi'nɒmɪnən] *n.* 现象, 迹象
- nature ['neɪtʃə] *n.* 性质, 天性
- immeasurable [i'meʒərəbl] *a.* 不可估量的
- acquire [ə'kwaiə] *v.* 取得, 获得; 学到
- integrate ['intɪgreɪt] *v.* 使结合, 使一体化; (使) 综合
- medium ['mi:diəm] *n.* 媒介物; 传导体; 中间物 *a.* 中等的
- reason ['ri:zən] *v.* 推理; 评理 *n.* 理由; 理性
- reasoning ['ri:zəniŋ] *a.* 推理的 *n.* 推



理, 论证

possess [pə'zes] v. 占有, 拥有

master ['mɑ:stə] n. 能手, 大师; (男)

主人; [M-] 硕士 v. 精通, 掌握

Phrases and Expressions

up and down 上上下下

for instance 例如

depend upon/on 依赖, 依靠

a variety of 各种各样的, 种类繁多的

a large number of 许多

go by 干 (时间) 过去; 走过, 经过

as well 也, 同样地



Notes

1. When a rabbit sees something dangerous, it runs away. (Para. 1, L. 1) 当兔子发现危险时, 它会逃跑。

形容词 **dangerous** 作后置定语修饰不定代词 **something**; 当形容词修饰不定代词 **something, nothing, anything, everything** 等时, 通常放在后面, 如: **nothing important, anything possible** 等。

2. 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。

句子中 **which is white** 为非限制性定语从句, 修饰主句的主语 **Its tail**; 而 **as** 引导时间状语从句, 意思是“在……时”。

3. The other rabbits see this white tail moving up and down, and they run too. (Para. 1, L. 2~3) 其他的兔子看到上下摆动的白色尾巴时, 也会跑开。

感官动词 **see** 后面通常可以跟动词原形 (省略 **to** 的动词不定式) 或现在分词作宾语补足语, 后跟现在分词时表示动作正在进行。

4. A cat purrs when pleased. (Para. 3, L. 2) 猫在高兴时会发出呜呜的叫声。

when pleased 为省略形式, 相当于 **when it is pleased**, 作时间状语从句。

5. 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。

each with its own meaning 为“名词+介词短语”构成的独立结构, 在句子中作状语, 表示补充说明, 相当于 **and each sound has its own meaning**。

6. 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。

定语从句 *that are held to phonetically resemble and represent some real sound* 用来修饰 *a small number of words*。

7. 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, 都不可能有社会秩序。

be it human or animal 相当于 *whether it is human or animal*, 意思是“不管是人类还是动物”; “*be + 主语 + 表语*”结构用来表示让步, 相当于 *whether...* 从句。

8. 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。

signals which can take a variety of forms 作 *some kind of sign system* 的同位语, 而 *which* 引导的定语从句修饰 *signals*。

9. 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。

破折号后面部分 *a large number of words which have the meanings of things, actions, feelings or ideas* 用来补充说明 *something that no animal has* 的内容; 而该部分中 *which* 引导的定语从句修饰 *words*。

10. 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。

to tell or inform other people what is in our mind or how we feel 和前面的 *to give each other information* 并列, 而从句 *what is in our mind or how we feel* 作 *tell or inform* 的间接宾语。

11. In the immeasurable length of time since this form of behavior was acquired by the human race, language has always been the best integrated and most often used medium of cultural expression. (Para. 5, L. 2~4) 自人类掌握这一行为方式以来的漫长的岁月里, 语言始终是文化交际中最完整、使用最频繁的工具。

best integrated 和 *most often used* 并列作定语来修饰 *medium*。

12. ...of man himself as a reasoning being... (Para. 5, L. 5) ……具有理性的人……

这部分的意思是 *the human race has reason or is rational*。



Exercises



Reading Comprehension

1. Directions: In this exercise, there are five questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the one that best answers the question or completes the statement according to the text.

- 1) Which of the following is NOT a way of communication among animals?
 - A. To give signals to others.
 - B. To speak in some kind of language.
 - C. To make various sounds.
 - D. To dance in the air.
- 2) Which of the following statements is NOT true according to the passage?
 - A. A rabbit runs with its tail moving up and down to give other rabbits a signal of danger.
 - B. A cat purrs when a stranger comes near.
 - C. A cobra raises its hood to warn other animals.
 - D. A bee does a special dance to tell other bees where the food is.
- 3) The thing we have but no animal has is _____.
 - A. the ability to communicate
 - B. the ability to dance
 - C. a large number of words
 - D. various sounds and signals
- 4) What does cooperation depend on according to the passage?
 - A. Social order.
 - B. The ability to make sounds.
 - C. Language.
 - D. Some kind of sign system.
- 5) Today there are about _____ different languages in the world.
 - A. 1 500
 - B. 150 000
 - C. 150
 - D. 15 000

2. Directions: Read the following statements and decide whether they are true or false according to the text. Write "T" for true and "F" for false before each statement.

- _____ 1) When a cobra gets annoyed, it moves its hood up and down to warn other animals.
- _____ 2) In each language there are many words which resemble and represent some real sound.
- _____ 3) We humans are different from animals in that we can communicate with each other while animals can not.
- _____ 4) Man might learn to make words by making sounds as animals did, but no one is sure about it.
- _____ 5) Language can be regarded as second nature of the human race because it is a very common cultural phenomenon.

3. Directions: The following is the summary of the text. Listen carefully and fill in the blanks