

江西省教师教育专业教材

总主编 徐艳芳 李魁海



实用英语

ENGLISH

主 编 黄心群

副主编 汪微琦 孙志勇 刘力扬



江西高校出版社

第 3 册

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前 言

《实用英语》是根据《五年制高等职业教育实用英语课程基本要求》，结合《全日制普通高级中学英语教学大纲》，专门为中等师范学校学生、中等职业学校学生、五年制高职高专前三年学生及其他相当层次人员编写。全套教材共6册，每册配有专业人士录音的听力光盘、教师教学参考书和以PETS为模式的学生评价手册。

教材在编写过程中借鉴国内外优秀的外语教学理论与方法，充分考虑中职学生的年龄层次、知识结构、就业需要等特点，将实用性和知识性融为一体，将应用性贯穿始终，立足实用，打好基础，强化能力。

本教材注意与初中教材衔接，适当吸收普通中学及其他同类层次新教材的精华，合理处理课程难度。在词汇、语法教学方面，采取复习旧的难点语法、词汇与讲授新语法、词汇相结合的形式，让后进生“吃得好”，优秀生“吃得饱”。各单元的Text B拟作选学材料。

本教材以素质教育为核心，以培养交际能力为重点，正确处理语言知识传授和应用能力培养的关系。各单元教学内容均以实用性较强的常用话题为中心，配合各项基本技能训练项目。因考虑到职业学校学生的就业需要，教材中适当渗入一定程度的等级考试内容。而与《实用英语》配套的《实用英语评价手册》则参照英语等级考试体例编写，侧重本单元内容，难度适当下调。

参加《实用英语》第三册编写的有(以姓氏笔画为序)：彭韵华(江西教育学院赣南分院)，黄心群(上饶师范学院小学教育师范分院)，徐艳芳(景德镇高等专科学校)，柯桂珍(九江职业大学)，胡冬华(井冈山学院小学教育师范分院)，汪微琦(景德镇高等专科学校)，李魁海(鹰潭职业技术学院)，李林荣(万年师范学校)，邬穗萍(萍乡高等专科学校)，孙志勇(东华理工行知分院)，刘力扬(上饶师范学院小学教育师范分院)等。黄心群对全书进行了审稿和统稿工作。

在编写过程中，我们参考了国内外优秀的英语教材和资料，也得到了江西高校出版社和省内中、高职院校领导的大力支持，在此一并致谢。

由于编者水平有限，加上成书时间仓促，书中难免出现疏漏，恳请广大师生提出宝贵意见。

编 者

2007年6月

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Unit 1

Learning Strategies

Leading in

1. Listening

You will hear an excerpt from a radio call – in show. A student is calling to ask for advice about studying.

H = Host (man) C = Caller (girl)

H: You are listening to “Student’s Corner” and I’m your host Tim Smith. Today we’re talking about study habits and study skills. Our first caller today is Ma Jing from Jiangxi. Hello, Ma Jing, you’re on the air.

C: Hello, Tim. I’m having a hard time preparing for my exams. What can I do to study better?

H: Well, there’s really no secret. You just have to make sure that you have a study plan and that you think about what you’re doing.

C: What do you mean? I study hard. I read the passages in the book over and over again, but I still can’t remember everything. And I do lots of exercises, but I don’t understand why.

H: Well, Ma Jing, how do you plan your studies?

C: Plan? Well, er, I do what the teacher tells me to do.

H: I see. And where do you usually study?

C: In my favourite chair. I like to be comfortable. And I like to keep the TV on so I can relax.

H: Uh – huh. Well, Ma Jing, there are a few things you can do that will help you.

2. Oral practice

What advice will the host probably give the caller later on?

Clue words: work hard, concentrate, make a study plan, make a schedule, keep on, give up, make notes, preview, review, do more exercises, have enough sleep, etc.

Reading

Text A

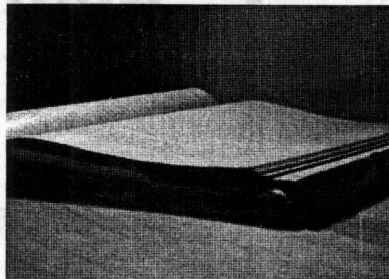
Ways of Learning

As a student you are learning things every day. What different activities do you and your teachers use to help you learn?

Students in your class are different from each other in many ways. You all have different personalities, abilities and physical appearance. In other aspects you have a lot in common. Certainly

you are the same age and the same nationality, and you probably have some similar hobbies and interests. You are also all at school and attending the same classes. But do you know that although you are studying the same subjects, you might be learning them in different ways?

When learning something new, if you prefer to read the information, you are probably a student through seeing. These learners like to see the teacher's facial expressions and body language clearly and tend to sit at the front of the classroom. They take detailed notes, think in pictures and most can easily absorb information from textbooks with diagrams, photographs and drawings.



Students who find it easy to learn a new concept by hearing a teacher explain it are learning through listening. Reading aloud, using a tape recorder, hearing stories and talking through things are the best methods for these students to acquire new information. They give close attention to both the content of the discussion and the way that things to be said, such as how the sound of the voice and the speed of the speech show the mood of the speaker.

Learning through doing means being active in exploring the environment and finding out things by moving and touching. Students who have this learning style take a hands-on approach to education and enjoy doing experiments or surveys. They do not like to sit still for long periods of time and sometimes find it hard to concentrate when reading or listening.

Teachers study people's various ways of learning as a part of their training. They select a variety of activities to suit their students' different learning styles. However, limits of time, space and resources often make it impossible for teachers to provide the best exercise for all learners. If you are aware of your own learning style, there is a lot you can do personally to improve your studying skills and find the most appropriate ways to approach your study tasks. As a result, you will be able to manage your own learning and study more effectively.

New words and expressions

personality [ˌpɜːsəˈnælɪti] *n.* (characteristics and quality of a person seen as a whole) 个性, 人格

facial [ˈfeɪʃəl] *adj.* (of or for the face) 面部的, 面部用的

detailed [ˈdiːteɪld] *adj.* (having many details; thorough) 详细的, 完全的

diagram [ˈdaɪəɡræm] *n.* (drawing or plan that uses simple lines rather than realistic details) 图解, 示意图

concept [ˈkɒnsɛpt] *n.* (idea underlying sth) 概念, 观念

mood [muːd] *n.* (state of one's feelings or mind) 情绪

explore [ɪksˈplɔː] *v.* (travel into or through a place in order to learn about it) 勘探, 探险

hands-on [ˈhændzən] *adj.* (involving active participation) 亲身体验的

approach [əˈprəʊtʃ] (1) *n.* (way of dealing with sb/sth) 方法, 手段

(2) *v.* (come near to sb/sth) 接近, 靠近

survey [səˈveɪ] *n.* (checking of the accuracy, quality, etc of sth) 调查, 勘测

concentrate[ˈkɒnsəntreɪt] *v.* (pay full attention to) 全神贯注, 专心致志

various[ˈveəriəs] *adj.* (of several kinds, unlike one another) 不同种类的, 多样的

variety[ˈvəriəti] *n.* (number or range of different things) 多样(化), 若干不同的事物

style[stɑɪl] *n.* (manner of doing things) 作风, 行为方式

aware[əˈweə] *adj.* (having knowledge or realization of sb/sth) 明白的, 意识到的

appropriate[əˈprəʊpriət] *adj.* (suitable; right and proper) 适当的, 正当的

effectively[ɪˈfektɪvli] *adv.* (in an effective way) 有效地

different from 与……不同

in other aspects 在其它方面

in common 共同(点)

give close attention to 密切注意

find out 了解, 查明

be aware of 明白, 意识到

Notes

1. But do you know that although you are studying the same subjects, you might be learning them in different ways? 但是, 你知道吗? 尽管你们学的是同样的课程, 你们学习的方法可能不一样啊。
2. Students who find it easy to learn a new concept by hearing a teacher explain it are learning through listening. 发现靠听老师解释很容易学会新概念的学生, 是通过听来学习的。(who find it easy to learn a new concept by hearing a teacher explain it 是定语从句, 前一个 it 是形式宾语, 代替后面的不定式短语。)
3. However, limits of time, space and resources often make it impossible for teachers to provide the best exercise for all learners. 然而, 时间、空间和资源的限制使得老师们无法为所有的学生提供最好的训练。(it 是形式宾语, to provide the best exercise for all learners 是实际宾语。)
4. If you are aware of your own learning style, there is a lot you can do personally to improve your study skills and find the most appropriate ways to approach your study tasks. 假如你知道你自己的学习风格, 那么要提高你的学习技巧, 找出完成你学习任务的最恰当方法, 你自己就大有可为了。(you can do personally 是定语从句, 修饰 a lot。)

Grammar

英语的五种基本句型

从句子的主体成分来分析, (定语、状语等可视为附加成分,) 英语的简单句可分为五种基本句型:

1. 主语 + 谓语(SV), 谓语一般都是不及物动词。例如:
—Did you go (by sea)?
—No, we flew.
2. 主语 + 连系动词 + 表语(SLP), 连系动词和表语部分一起构成谓语。例如:
Trees are green.
She seems kind.
3. 主语 + 谓语 + 宾语(SVO), 谓语一般都是及物动词, 宾语多为直接宾语。例如:

We don't beat children.

My sister will fix everything.

4. 主语 + 谓语 + 宾语 + 宾语(SVOO), 谓语是可有双宾语的及物动词, 两个宾语一个是间接宾语, 一个是直接宾语。例如:

He bought his daughter a piano.

Could you answer me this question?

5. 主语 + 谓语 + 宾语 + 补语(SVOC), 补语是宾语补语, 与宾语一起构成复合宾语; 其谓语须是可有这种符合宾语的及物动词。例如:

I found this book easy.

The classmates made him monitor of the class.

Post - reading

- I. Decide which of the study tips below are the best suited for the three different types of learners described in the passage.

1. Organize a study schedule to include frequent breaks.
2. Study in a quiet place where you cannot hear other people talking.
3. Remember things will be easier if you put the words to music and make a little "memory song".
4. Take part in class discussions and debates.
5. Draw charts, diagrams or pictures to organize information when taking notes.
6. If possible use a computer and DVDs to help you study.
7. Make presentations to classmates or discuss ideas with your classmates.
8. Concentrate on similarities and differences you can observe.
9. Move around while studying.
10. Put posters and photos around your desk.

- II. Put the words in the box into the blanks in the following sentences, using the proper forms:

personality, facial, detailed, acquire, explore, approach, survey, style, appropriate, effectively
--

1. Can you find some students with the same learning _____ as you?
2. Only in this way will you communicate with others _____.
3. The journalist made a _____ report about that event.
4. His formal style of speaking was _____ to the occasion.
5. Few writers even begin to _____ Shakespeare's greatness.
6. We should do our best _____ a good knowledge of English.
7. You can recognize whether she is happy by her _____ expression.
8. His wife was very beautiful, but seemed to have no _____.
9. A quick _____ of the street showed that no one was about.
10. Columbus discovered America but did not _____ the new continent.

Comprehensive Practice

I. Find out one word whose underlined part has a different pronunciation.

- | | | | |
|---------------------------|---------------------|---------------------|--------------------|
| 1. A. <u>per</u> sonality | B. <u>per</u> fect | C. <u>per</u> form | D. <u>per</u> son |
| 2. A. <u>fac</u> ial | B. <u>fate</u> | C. <u>fat</u> | D. <u>face</u> |
| 3. A. <u>rec</u> ognize | B. <u>rec</u> ord | C. <u>red</u> | D. <u>rec</u> ite |
| 4. A. <u>ac</u> quire | B. <u>ac</u> tion | C. <u>al</u> ive | D. <u>aw</u> ay |
| 5. A. <u>dev</u> ote | B. <u>det</u> ail | C. <u>det</u> ailed | D. <u>de</u> ed |
| 6. A. <u>expl</u> ore | B. <u>ex</u> ercise | C. <u>expl</u> ain | D. <u>exc</u> ite |
| 7. A. <u>sur</u> vey | B. <u>sur</u> round | C. <u>sure</u> | D. <u>sup</u> port |
| 8. A. <u>styl</u> e | B. <u>acti</u> vity | C. <u>bye</u> | D. <u>ly</u> ing |
| 9. A. <u>aw</u> are | B. <u>warm</u> | C. <u>war</u> | D. <u>warn</u> |
| 10. A. <u>vari</u> ety | B. <u>soci</u> ety | C. <u>fire</u> | D. <u>friend</u> |

II. Point out which pattern each of the following sentences belongs to.

Model: Things change. (SV)

1. Mr Turner is an artist. ()
2. The milk turned sour. ()
3. He bought her wife a fur coat. ()
4. I'll write you a long letter. ()
5. I heard her singing. ()
6. The car caught fire. ()
7. Do you like children? ()
8. Your mother won't let you go. ()
9. Nobody went yesterday. ()
10. How many boys sang in the concert? ()

III. Translate the following sentences into English or Chinese.

1. 你应该明白你自己的能力。
2. 这个盒子里的玩具与那个不同。
3. 但它们有一些共同点。
4. 也许在其它方面你会比他强。
5. 课堂上你要密切注意老师说的话。
6. When learning something new, if you prefer to read the information, you are probably a student through seeing. These learners like to see the teacher's facial expressions and body language clearly and tend to sit at the front of the classroom. They take detailed notes, think in pictures and can most easily absorb information from textbooks with diagrams, photographs and drawings.

IV. Oral practice according to PETS2:

1. Giving information about your learning style.
2. Talking about the advantages and disadvantages of your learning style.

V. Writing

"HOW I LEARN ENGLISH" or "MY STUDY PLAN"

* Reading

Text B

To Be An Active Learner

Active learners think carefully. They have many skills that comprise the act of thinking. These skills can be grouped into two categories: creative and critical.

Active learners use both types of thinking—critical and creative—to give good answers to questions. You must recognize whether a question is asking you to be objective or subjective in your answer. Recognizing what type of question is being asked will help you identify whether your answer should be subjective or objective.

For reading, study skills, and test taking, you apply the objective and subjective viewpoints, critical and creative thinking, and techniques for asking questions.

Form the habit of asking questions and learning from everyone you meet, you may be afraid to ask questions because you think people will believe you are not very smart. Don't be afraid. Only the smartest people know how to ask really good questions, and the people who ask them get good answers to get smarter. So can you.

New words and expressions

comprise[kəm'praɪz] *v.* (conclude; be made up of) 包括, 组成

critical['kritikəl] *adj.* (looking for faults) 批评的, 挑剔的

creative[kri'eɪtɪv] *adj.* (able to create) 有创造力的, 创造性的

recognize['rekəɡnaɪz] *v.* (be able to know sth again) 认出, 认识

objective[əb'dʒektɪv] *adj.* (not influenced by personal feelings) 客观的

subjective[səb'dʒektɪv] *adj.* (based on personal taste, views, etc) 主观的

identify[aɪ'dentɪfaɪ] *v.* (show or prove) 确认, 证明

viewpoint['vjʊ:pɔɪnt] *n.* (point of view) 观点

technique[tek'nɪk] *n.* (method of doing sth) 技术, 手段

smart[smɑ:t] *adj.* (having or showing intelligence; clever) 聪明的, 伶俐的

learn from 向……学习

Notes

1. These skills can be grouped into two categories: creative and critical. 这些技巧可分为创造性和批判性两大类。(被动语态句)
2. Recognizing what type of question is being asked will help you identify whether your answer should be subjective or objective. 能辨认所问的问题属何种类型可有助于你确认你应该是主观地还是客观地来回答。(SVOC 句型, 动名词短语是主语。)
3. For reading, study skills, and test taking, you apply the objective and subjective view-

points, critical and creative thinking, and techniques for asking questions. 对于阅读, 学习技能和参加测试, 你通常会运用主、客观的观点, 批判性和创造性思维, 以及提问的技巧。(SVO 句型)

Post – reading

- I. Decide whether each of the following belongs to passive learning or active learning.
 1. Use study time effectively.
 2. Feel as if there isn't enough time to remember it all.
 3. Tend to see words on the page rather than ideas and concepts useful to various situations.
 4. Can use the information for various situations when appropriate.
 5. Read the textbooks, take some notes, and spend hours trying to memorize those notes.
- II. Decide which category each of the following thinking examples belongs to, creative or critical.
 1. brainstorming
 2. analyzing
 3. inventing
 4. predicting
 5. classifying
 6. comparing
 7. generalizing
 8. asking "What are the facts?"
 9. asking "What can I do with the information now that I have the facts?"
 10. asking "How do the facts link to other information I have?"

Unit 2 Metrication

Leading in

1. Listening

Dialogue 1

A: Is that bag heavy, Penny?

B: Not very.

A: Here! Put it on this chair. What's in it?

B: A piece of cheese, a loaf of bread, a bar of soap, a bar of chocolate, a bottle of milk, a pound of sugar, half a pound of coffee, a quarter of a pound of tea, and a tin of tobacco.

A: Is that tin of tobacco for me?

B: Well, it's certainly not for me!

Dialogue 2

A: Do you know what they call a Quarter Pounder with cheese in Paris?

B: Don't they call it a Quarter Pounder with cheese?

A: No, man, they've got the metric system. They wouldn't know what a Quarter Pounder is.

Dialogue 3

A: Mr. Smith, the quantity of the stores you delivered on board is all right. But I've found something wrong with the quality, and the specification part of them.

B: Really? What's wrong?

A: One of the oxygen bottles weighs much lighter than the rest. It indicates either the bottle is not fully charged or it is leaking. The spanner you sent here is of metric system while the one we ordered is of English system. Please change them respectively.

B: I'm so sorry. Time was so pressing that we prepared your stores in a hurry. Anyhow, we still have time to make up for it. I'll make a call and ask someone to send the right articles in time.

2. Oral Practice

Make a dialogue with your partner about measurements both metric system and the traditional system in some countries.

- ① Do you understand the measurements such as "pint, pound, foot, mile"?
- ② Give some examples of the use of the traditional system in China.
- ③ What problem arise because of the parallel use of both the traditional and the newer metric system in many places? And what is the best solution?

Reading

Text A

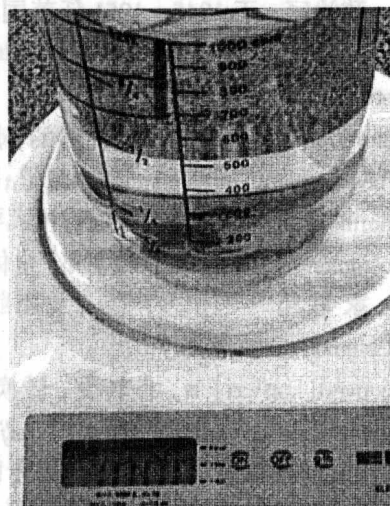
UK Metrication History

The metric system was first legalized for scientific use in 1864. Then in 1871 the House of Commons proposed to make metric the only legal system for all purposes, but the proposal was defeated by only five votes. It was not until 1897 that the metric system made legal for trade as well.

In 1947 Prime Minister Clement Attlee commissioned a study on the future use of metric units in the UK. A resulting 1950 report stated that the metric system was a superior measurement system, and would eventually become the norm, but that the UK should wait until the Commonwealth and North America converted, as these were our main trading partners. Business was unenthusiastic about the metric system for this reason.

The British Standards Institution produced a survey in 1963 which indicated a significant majority of industry favoured metrication. In 1965 the Government announced support for metricating the UK within 10 years. The Government established the Metrication Board in 1969, to help industry go metric in an orderly fashion. It was hoped to have the metric transition largely in place by 1975, but that provision could only be made for certain sectors of the economy. In 1980 the Conservative government came to power, with little enthusiasm for metrication or legislation, and it dissolved the Metrication Board, but by 1980 many sectors of industry had already gone metric.

In the following decade, little progress was made, and it was left to European Union (EU) Directives on Weights and Measures in 1989 and 1991, which declared the metric system as the official measurement system of all member countries, to force further action on the UK. Their main effects of the EU Directives were to mandate the use of metric units for all pre-packed goods by the end of 1994, and for bulk goods to be priced in terms of metric units by the end of 1999. The government kept delaying the legislation, so the law actually came into force in October 1995. The government also interprets the requirements liberally, so that non-metric quantities are still legal, so long as their metric equivalent appears first on the label. The transition to metric sales of loose products is already taking place. Supermarket chains are in the process of converting their scales to show prices per kg, and weight in kg. Most expect to be changed before winter, well in advance of the January deadline. Street market traders may prove more problematic.



A litre of water weighs exactly one kilogram