

PASSWORD 2

朗文
捷进 新新概念英语



新新概念英语

PASSWORD

2

Linda Butler


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江苏工业学院图书馆
藏书章

 吉林出版集团有限责任公司

一本书一个世界

捷进可一

图书在版编目(CIP)数据

新新概念英语.2 /捷进可一编委会编.

—长春:吉林出版集团有限责任公司, 2009.1

ISBN 978-7-80762-347-2

I. 新... II. 捷... III. 英语—教材 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 198263 号

吉·版权合同登记图字 07-2005-1473

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English Reprint edition published by Pearson Education Asia Ltd. and Jilin Publishing Group

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本书仅限于中华人民共和国境内销售。

新新概念英语

[2] 主 编:李丽虹

责任编辑:毕云海

出 版:吉林出版集团有限责任公司

地 址:长春市人民大街 4646 号,130021

承 印:长春市第九印刷有限公司

印 张:19.875

版 次:2009 年 1 月第 1 版

2009 年 1 月第 1 次印刷

封面设计:十二月工作室

发 行:吉林出版集团捷进可一图书经营有限公司

地 址:长春市人民大街 4646 号,130021

开 本:850 毫米×1168 毫米 1/16

字 数:568 千字

定 价:49.00 元(含 2CD)

书 号:978-7-80762-347-2

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前言

朗文《新新概念英语》传承风靡中国的朗文新概念的主旨和品质,在词汇学习、主题选择、阅读策略等方面吸取了当今英语教学最先进的理论,有着清新、时尚的时代气息。朗文新新概念共3册,共分初、中、高三级,每册相对独立,学校可以根据学生对象的英语水平独立使用。

《新新概念英语》(初级)要求学生具备600个单词,适合初中入门班和学过朗文新概念第1册的成人学生;《新新概念英语》(中级)要求学生具备1000个单词,适合初中超前班和学过朗文新概念第2册的成人学生;《新新概念英语》(高级)要求学生具备1500个单词,适合高中提高班和中级以上成人学生。

从每本书中,学生都将学到美国英语中高频的400个生词和短语。《新新概念英语》系列可以帮助学生熟练掌握和运用2000高频单词,研究表明达到这个水平后,大多数的学习者都能应付日常基本口语交际,读懂原文文本。《新新概念英语》系列中所有词汇均为精挑细选,这些目标单词是经过对不同语料库的真实材料分析选定,并确定为最常用的词语,涵盖了中学英语课程标准中的核心词汇,所以具有典型性。同时撷取常见的搭配和短语,如动词短语进入课文。目标词语不按章节的主题决定,而按词汇的使用频率和实用价值决定,不受主题的限制。

读好英语只知道词语的意思是不够的,词汇毫无疑问是关键,但学生在学习生词时,需要在不同的语境中,反复见到生词,学生要学会通过语境猜测词意。但是做到这一点必须理解全文,所以,我们严格地控制了阅读材料中的句子结构和词汇。阅读材料中的词汇,限定在600,1000和1500个主题词汇,为英语学习者应知应会的词汇,另有前面章节中复现的目标词和短语,学生通过练习活动讲解和训练这些词语。另外,学生还能在以后阅读任务和复习中,以口语训练和自测的形式遇到这些单词。以系统的方式完成词汇的学习是《新新概念英语》的突出特色。

《新新概念英语》— 中级,要求学生具备1000英语词汇,重点讲授400多个目标单词。每个单元从阅读文本中取16个单词,并在练习中作为目标单词。这些单词在以后的章节中会重复出现。因为本书采用词汇系统构建的学习方法,以及阅读技能练习的过程性,所以最好按书中的顺序进行单元和章节学习。

目标单词中大都使用频率最高的1500词。这是学生坚实英语基础所需要的词汇。其他目标单词在讨论主题时非常有用,例如第1单元START OUT IN A CAREER中,涉及的词汇有career, boss, training和interview。

教材框架

本书共有6个单元,每单元有3课内容,然后是总结部分,在第3单元和第6单元结束后都有词汇自测题。在书的结尾部分为词汇自测题答案,所有目标词汇与短语的索引。

• UNITS

每个单元都以一个主题为中心,有4篇课文,涉及到真人、真事、地点、观点和事件,每项阅读材料和目标词汇表配有CD录音。

• CHAPTERS

一个单元中的4课内容是按如下方式设计的:

▲ GETTING READY TO READ

每一章的开篇是照片或插图,读前问题或任务。这些问题与任务可供两人或小组使用,但在教师的指导下也

可做为全班的活动。第一步是让学生利用已知的信息,对所读的材料主题进行思考,引导他们得出自己的观点或引入相关的词语。

“GETTING READY TO READ”以学生思考所读内容为开始,以自己已知信息为基础,阐明自己的观点或者引入相关的词语。

▲ READING

本部分为本章中的主题课文,阅读的长度从开始的 450 词到本书结尾的 750 词。学生第一遍阅读时最好不要查词典,教师会要求学生边听自己朗读或放录音边阅读文章,边听边读有助于学生的理解和记忆,让学生听生词也是有好处的。阅读结束后,有一组 QUICK COMPREHENSION 正误辨认练习,用来检查学生对阅读的一般理解情况。

▲ EXPLORING VOCABULARY

学生对课文有一个总体的理解后,教师便可以把重点放在生词上了。在“THINKING ABOUT THE VOCABULARY”中,学生应看一下目标词汇与短语表,圈出词表和阅读中的生词。学生再次阅读时,注意这些特殊词汇的用法。从一开始,要求学生分析生词的语境,分析一下语境为生词提供了哪些信息,学生们开始时需要全班一起分析,需要老师指导,接下来学生两人一组讨论生词。接下来是“USING THE VOCABULARY”,每章有三个练习(分出很多类型),可以帮助学生在阅读中和全文环境中理解目标词汇的意思。这些练习可以在课堂上或课堂下完成,学生也可以单独或两人一组完成。

“BUILDING ON THE VOCABULARY”有语法和搭配练习。语法练习有词类、短语动词、不可数名词、不规则动词的过去时态。搭配练习重点在于引导学生注意词与词的搭配,因为了解词的搭配(例如 homework 只能与 do 搭配,而不能与 make 搭配)是学习新词的重要方面。只有学生完成探索新词中的所有练习后,方可以查字典,根据需要了解更多的信息。

▲ DEVELOPING YOUR SKILLS

本栏目的任务仍是要求学生把重点放在阅读上,练习包括寻读、回答理解性问题,总结,找出原因和结果、注意细节、找出学习所指、找出和说出主旨思想等等。另外还有流利提高练习、讨论分享观点、角色扮演或访谈等。在使用生词的练习中,学生两两一组练习目标词汇,方式可以是口语也可以是写作,一章以写作结束,学生应写出句子或一段文字,有时会有一个或两个与所读内容相关的主题,教师如何利用写作任务请根据对课程的目标决定。

● UNIT WRAP-UPS

每个单元结束都有一个总结部分,将前 3 章的词汇集中起来,对初步学过的词汇进一步学习以巩固和丰富学生对词义的理解。第一部分是词汇复习,通过不同形式的练习复习词义。第二部分是扩展词汇,练习词族,词的成分和搭配等。第三部分是文字游戏,例如纵横文字游戏或找词谜等等。第四部分是学习词汇技巧。

● VOCABULARY SELF-TESTS

书中有两套单选词汇试题,第一套覆盖 1~3 单元,第二套覆盖 4~6 单元。

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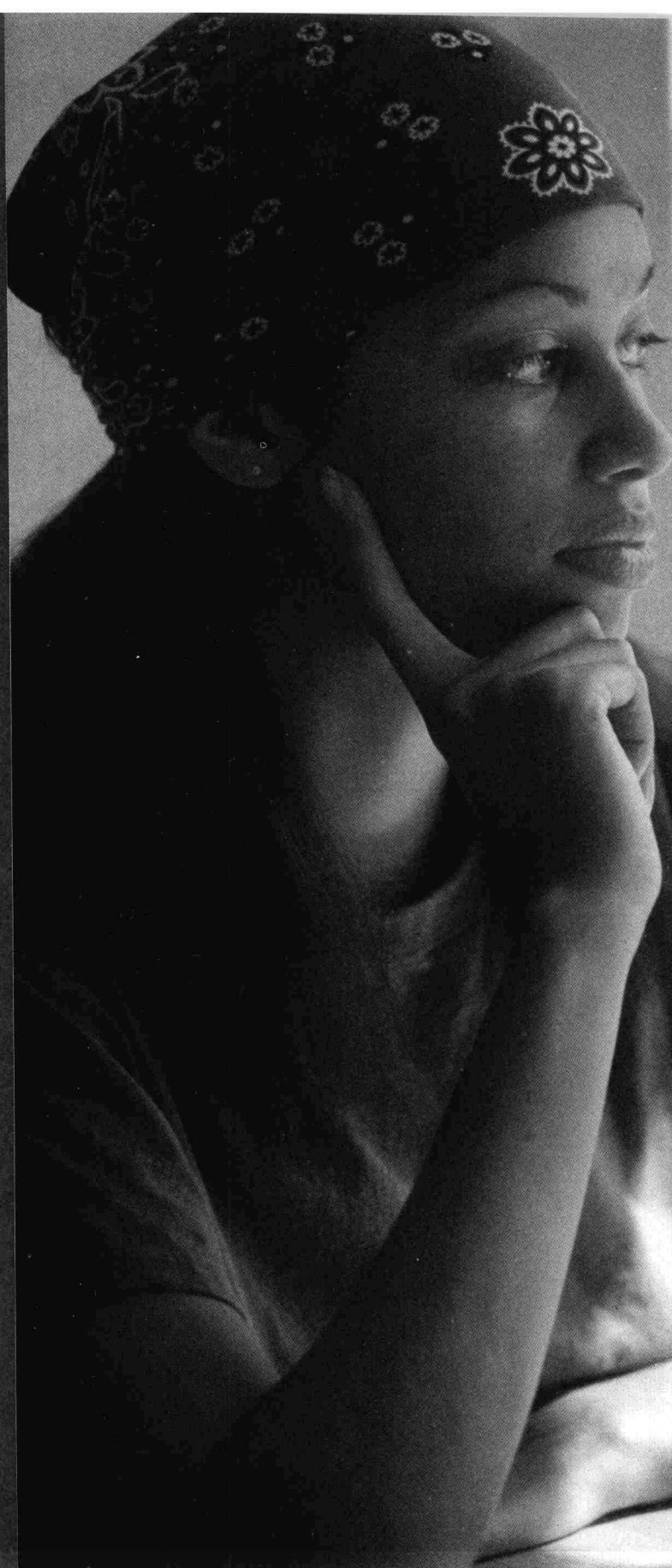
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UNIT 1

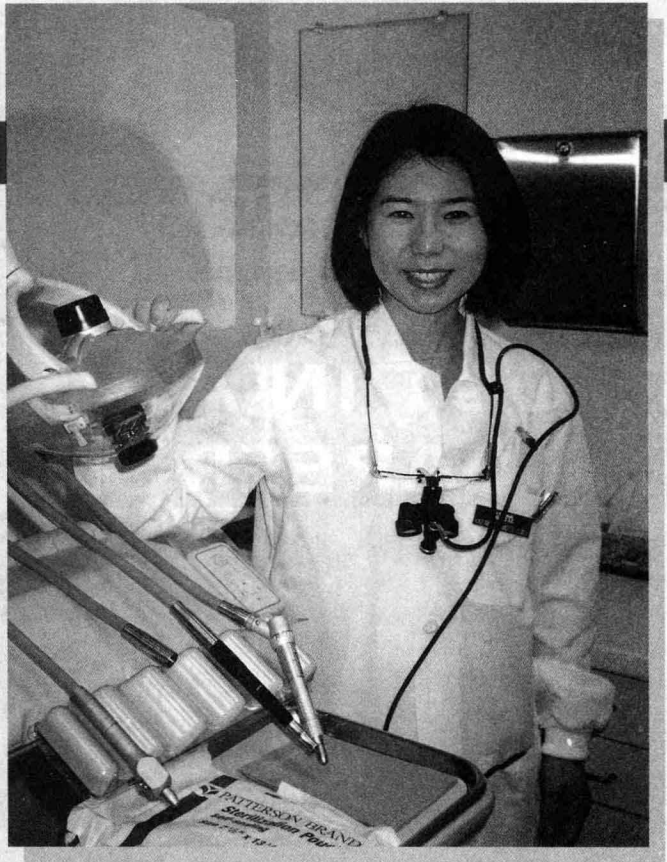
**STARTING
OUT IN A
CAREER**



CHAPTER 1

A Dentist? Oh, No!

Dr. Kazumi Funamoto, dentist



GETTING READY TO READ

Talk with a partner or in a small group.

1. How often do you go to the dentist?
2. How do you feel about going to the dentist?
3. How many years of schooling does a dentist need?
4. Is being a dentist a good job? Tell why or why not.

READING

Look at the words and pictures next to the reading. Then read without stopping. Don't worry about new words. Don't stop to use a dictionary. Just keep reading!

A Dentist? Oh, No!

1 When people ask Kazumi Funamoto, “**What do you do?**” she answers, “I’m a dentist.” Then she watches for the look on their faces. The same thing almost always happens. She can see that they are thinking, “I don’t like dentists.” She understands how they feel. They are thinking about **needles** and drills¹ and pain.

2 Kazumi does not want her patients to be afraid. She takes time to talk to them and ease² their **fears**. She tells them, “It’s going to be OK. I’m going to be as **gentle** as I can. I don’t like pain myself!” She always explains what she is going to do. She helps her patients feel **calm** and **relaxed**.

3 When she was a child, Kazumi did not like going to the dentist. She never expected to become one herself. She used to think about becoming an interpreter.³ She was **interested** in other languages, and she liked talking to people from other countries. Kazumi chose a different **career**, but **communication** is still a big part of her job. She needs to talk with her patients and with the people who work in her office. They need to understand each other well.

4 Growing up, Kazumi talked about careers with her aunt. She says, “My aunt was a medical technician,⁴ and she had a big **influence** on me.” This aunt sometimes took Kazumi to work with her. Kazumi liked being in the lab.⁵ There were doctors and technicians working there. She liked watching and listening to them.

5 In college, Kazumi had to get braces⁶ on her teeth. “That was no fun, but the results were wonderful!” she says. Then she started to think about becoming a dentist. So, she spent some time helping in a dentist’s office. She learned what a dentist’s job was like. This experience helped her **make up her mind**. She decided to go to dental school after college.

6 Today, Kazumi feels great about her career. She gives three reasons why she is glad to be a dentist. First of all, she



¹ a dentist’s drill

² ease = make (a problem) smaller or not so bad

³ an interpreter = a person who repeats someone’s words in another language

⁴ a medical technician = a worker who knows how to use machines or do tests that help doctors

⁵ a lab = (short for) a laboratory, a room where scientists do careful tests



⁶ braces

continued

knows that she makes her mother happy. Her mother is glad that Kazumi can **support** herself. She told her daughter, "You won't have to depend on a husband. Good for you!"⁷ Kazumi also likes working with her hands. A dentist needs a gentle touch and great control of very small **movements**. "I think I have good hands for this kind of work," she says. Finally, she likes learning new things. As a dentist, she learns from experience and from talking with her **boss**. At the end of the day, they often talk about difficult **cases**. She asks him questions about problems that **come up** with her patients' teeth, and she gets his advice. Kazumi says, "I feel like I'm growing each and every day."

⁷ *Good for you!* = said to show you are happy about something that someone did

Quick Comprehension Check

Read these sentences. Circle T (true) or F (false).

- | | | |
|--|---|------------------------------------|
| 1. All her life, Kazumi Funamoto wanted to be a dentist. | T | <input checked="" type="radio"/> F |
| 2. She doesn't usually talk to her patients. | T | F |
| 3. She used to go to work with her aunt. | T | F |
| 4. Kazumi's mother is happy that Kazumi is a dentist. | T | F |
| 5. Kazumi works alone. | T | F |
| 6. She is happy to be a dentist. | T | F |

EXPLORING VOCABULARY

Thinking about the Vocabulary

Guessing Meaning from Context

We use words in a **context**. The context of a word is the words and sentences before and after it. These other words help you guess a word's meaning. For example, look at the context of *boss*:

As a dentist, she learns from experience and from talking with her **boss**. At the end of the day, they often talk about difficult cases. She can ask him questions about problems that come up with her patients' teeth, and she gets his advice.

The context of *boss* tells you this is a person and it is someone at work. A boss can answer questions and give advice. *Boss* means the person who gives someone a job or tells a worker what to do.

Look at the target words and phrases. Which ones are new to you? Circle them here and in the reading.

Target Words and Phrases

What do you do? (paragraph 1)

needles (1)

fears (2)

gentle (2)

calm (2)

relaxed (2)

interested (3)

career (3)

communication (3)

influence (4)

make up her mind (5)

support (6)

movements (6)

boss (6)

cases (6)

come up (6)

Read "A Dentist? Oh, No!" again. Look at the context of each new word and phrase. Can you guess the meaning?

Using the Vocabulary

A

These sentences are **about the reading**. Complete them with the words and phrases in the box.

career	cases	come up	fear	gentle	influence
interested in	make up her mind	movements	relaxed	support	

- Many people have a _____ *fear* _____ of dentists. They are afraid of going to see a dentist.
- Kazumi says, "I'm going to be as _____ as I can." This means she will be very careful in the way she touches her patient.
- She doesn't want her patients to be nervous. She wants them to feel _____.
- Kazumi liked learning about other languages. She was _____ them.
- First she thought about a _____ as an interpreter. Then she decided on a different kind of work.
- Kazumi learned from her aunt while she was growing up. Her aunt had a big _____ on her.
- After college, Kazumi needed to decide on a career. She had to _____.
- As a dentist, she makes enough money to live. She can _____ herself.

6 ■ Unit 1 Starting Out in a Career

9. When Kazumi's hands are in a patient's mouth, she needs to move them carefully. She has to use very small _____.
10. Sometimes patients have special problems with their teeth. Kazumi talks about these difficult _____ with her boss.
11. "Problems that _____" are problems that happen, often suddenly, when someone isn't ready for them.

B

These sentences use the target words and phrases in new contexts. Complete them with the words and phrases in the box.

came up	career	cases	fear	gentle	influence
interested in	made up my mind	movements	relaxed	support	

1. The doctor tested the movements of my eyes: up, down, left, and right.
2. He needs a job so that he can _____ himself and his family.
3. They're lying on the beach listening to music. They look very _____.
4. He had a 50-year-long _____ in business.
5. I like the new president. He'll have a good _____ on the country.
6. They aren't _____ money. They don't care about it.
7. It was hard to choose which shoes to buy, but finally I _____.
8. He planned to leave work early, but something _____, so he couldn't.
9. Be careful with the baby! You must be _____ with babies.
10. _____ of flying is common. Many people won't get on a plane.
11. In some _____, the dentist has to pull a tooth out, but sometimes the dentist can save a tooth.

C

Read these sentences. Write the **boldfaced** target words or phrases next to their definitions.

- a. A family needs good **communication**. People have to talk to each other.
- b. You work for the college, right? **What do you do?** Do you teach?
- c. Police and firefighters must stay **calm** so that they can think clearly.
- d. A doctor uses a **needle** to give someone a shot of medicine or a drug.
- e. The **boss** let the workers leave early.

Target Words/Phrases Definitions

1. boss = the person who gives you a job or tells you what to do
2. = What is your job?
3. = a very thin piece of steel
4. = relaxed, not angry or nervous
5. = giving and getting information (by speaking, writing, and so on)

A syringe with a *needle*A sewing *needle***Building on the Vocabulary****Studying Word Grammar**

The **parts of speech** are the different kinds of words, such as nouns, verbs, and adjectives. A **noun** is a word for:

a person	<i>dentist, aunt, Kazumi</i>
a place	<i>home, school, Africa</i>
a thing	<i>tooth, book, Volkswagen</i>
an idea	<i>time, education, music</i>

Most nouns are **common nouns** (such as *dentist, home, tooth*). A **proper noun** starts with a capital letter and names one special person (*Kazumi*), place (*Africa*), or thing (*Volkswagen*).

A

There are one, two, or three nouns in each sentence. Circle the nouns.

1. She has good communication with the players on her team.
2. Are you afraid of needles?
3. The police are working on a difficult case.
4. The boss is moving into a new office.
5. Did his family have an influence on his career?
6. John is going to the airport by bus.
7. My friend is in Australia right now.

B

Write the nouns from Part A. Some nouns can go in more than one place.

Nouns are words for:

People	Places	Things	Ideas
players		team	communication

DEVELOPING YOUR SKILLS

Scanning

Sometimes you need to find a piece of information in a reading. To do this, you **scan** the reading. *Scan* means to read very quickly and look for just the information you need.

Read these statements about "A Dentist? Oh, No!" Scan the reading for the information you need to complete them.

- Kazumi tells her patients, "I'm going to be as gentle as I can."
- Kazumi also thought about a career as an _____.
- Communication is important in her work. She needs to talk with _____ and _____.
- Kazumi had two experiences that helped her decide on a career as a dentist: first, _____; then, _____.
- Kazumi gives three reasons for liking her work: a. _____, b. _____, and c. _____.

Thinking about the Main Idea

A

A reading is about someone or something. That person or thing is the **topic** of the reading.

What is the topic of "A Dentist? Oh, No!"? Circle 1, 2, or 3.

- Going to the dentist
- A dentist and her family
- 3.** Kazumi Funamoto and her career

B The **main idea** of a reading is the most important information about the topic.

What is the main idea of the reading in this chapter? Circle 1, 2, or 3.

1. Kazumi Funamoto knows that people don't like to go to the dentist.
2. A dentist needs to have good hands and a gentle touch to help patients stay calm.
3. Kazumi Funamoto didn't always plan to be a dentist, but now she is happy in that career.

Discussion

Talk about these questions with a partner.

1. How did Kazumi's aunt have an influence on her?
2. Who had the biggest influence on you when you were a child? Who has an influence on you now?
3. Name five to ten jobs in which a person works with his or her hands. Would you like any of these jobs? Explain.

Using New Words

These questions use some of the target words and phrases. Ask and answer these questions with a partner. Then tell the class something about your partner.

1. Is it sometimes hard for you to **make up your mind**? When?
2. When you pick up a newspaper or magazine, what are you **interested in**?
3. Would you like a **career** as a dentist? Why or why not?
4. How would you finish this sentence? A good **boss** is a person who . . .
5. What do you do to stay **calm** and **relaxed** at difficult moments?

Writing

Write a paragraph about a time when you had to make an important decision. Answer these questions:

- What did you decide? Why?
- Did anyone have an influence on your decision?
- How do you feel about your decision now?

Example:

My big decision in life was to come to the United States with my family. My husband and I made this decision together. We wanted to do it for our children. It wasn't easy because we had no other family here. Now I am glad we came.