

预备级

Preliminary Level

灵通高职高专英语 Lingo College English



读写译教程

Integrated Course

凤凰出版传媒集团

译林出版社

Lingo Media 国际集团(加拿大)

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前言

《灵通高职高专英语》是由译林出版社与加拿大Lingo Media国际集团合作,严格按照教育部颁布的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的一套专供全国高职高专院校使用的英语教材。该教材从高职高专教学实际出发,立足于培养学生的英语综合运用能力。本套教材具有以下主要特点:

1. 与加拿大Lingo Media国际集团紧密合作,注重引进、吸收北美应用型学院CBE (Competency Based Education, 以能力为基础的教育)教育理念,将应用能力的培养与必要的语言基础训练有机结合起来,充分体现了“以应用为目的,以必须和够用为度”的原则。全部课文均由加拿大Lingo Media国际集团提供,语言地道,选材新颖生动。

2. 充分考虑和尊重目前高职高专教育体系的实际,针对学生英语基础差距大、英语课时有限的状况,力求简易和实用,在强化语言基础知识的同时,注重语言交际技能的培养;同时为不同基础的学生设置了两个起始点:英语基础较好的学生从第一册开始学习,入学水平较低者从预备级开始学习。学生学完第二册可达《基本要求》规定的B级水平;第三册学完,可达A级水平。

3. 在教材的选择上与时俱进。精心筛选了包括2008年奥运会在内的最具时代性的各类题材进入教程,同时也考虑到学生的兴趣及接受倾向,让学生在学习语言的同时,随时接受最新的资讯、信息,了解当前世界的热点、焦点话题,融知识性、实用性与趣味性于一体。

4. 针对中国学生普遍善于用英语表达西方而拙于表达中国的现实,本系列教材在确保学生接受原汁原味的西方文化的同时,独辟蹊径,注重用地道的英语表达当代中国现实,以培养学生在国际交往中准确表达自己身边事物的能力。

5. 根据《基本要求》对高职高专学生写作能力要求的定位(模写、套写),第一次提出“读写译”整合训练理念,在《读写译教程》中将读写能力与翻译能力的培养结合起来,以有效提高高职高专学生的英语写作能力。从高职高专学生的实际水平出发,循序渐进,保证了科学合理的水平梯度。

本套教材共分四册:预备级、一、二、三册。每册十个单元。

《读写译教程》(预备级)各单元划分板块如下:

(1) Fun Start

通过具有知识性、趣味性的小问题,生动有趣的插图和一些提示词,切入本单元学习的主题,开启与学生的互动性。以轻松的文字和图片作为学习过程的起点,符合学生的接受心理,便于营造轻松的学习氛围,激发学生学习的积极性。

(2) Text A 和 Text B

本部分是每个单元的核心内容,所有的阅读材料均由加拿大英语专家精心撰写。内容丰富新颖、题材开阔广泛,贴近高职高专学生的生活,有助于学生在学习语言的同

时汲取多方面的知识。文章篇幅适中, 阅读难度相宜。阅读文章之后附有生词、词组、专有名词列表。生词严格按照《基本要求》标注级别。

(3) **Getting to the Point**

阅读理解选择题。Text A 和 Text B 之后均附有五道选择题, 旨在检测学生对文章的大意、重要细节的掌握, 以及阅读理解能力和水平, 并帮助学生掌握有效的阅读方法, 提高阅读效率。

(4) **Informational Puzzles**

信息转换题。与“高等学校英语应用能力考试”题型相适应, 针对 Text A 和 Text B 的内容, 以大纲填空和回答问题为主要形式, 考查学生对阅读材料的内容提炼和英文表达的转换能力。

(5) **Say What?**

保持句子原意不变, 将 Text A 中的重要句子进行局部改写。要求学生根据阅读内容找到合适的词汇填补句中的空白。同时也考查学生对阅读文章的熟识程度及对不同表达方式的理解能力。

(6) **Vocabulary and Structure**

通过选词填空, 选择词组填空, 根据课文例句连词成句, 介词、副词填空等多种形式, 帮助学生加深对 Text A 和 Text B 中的重要词汇、词组及句子结构的理解, 强化学生对词汇和句型的应用能力。

(7) **Real World Writing**

包括 Translation Practice 和 Sentence Creations 两部分, 前者让学生仿照课文例句翻译新的中文句子, 后者让学生用课文中提炼出来的重要词汇及词组造句, 据此初步培养学生的基本写作能力。

此外, 本教材后还设有词汇总表, 按字母顺序排列, 涵盖各个单元阅读文章及练习中出现的词汇, 并注明在本书中的出处, 便于学生查找、掌握。

《灵通高职高专英语·读写译教程》(预备级) 中方主编由拥有丰富英语教学经验的韩旭、黄硕担任, 加方主编由 Lisa Black 担任。

本书遵循全新的编写思路, 力求整合丰富资讯信息, 在实际编写中难免会有疏漏不当之处, 望广大使用者批评指正, 我们将不断改进, 以期能将高职高专英语教学推至一个新的高度。

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Unit 1

Famous People

● Teaching Plan for Text A (two periods):

Text A

Jane Austen's Love Life

Teaching Objective:

Get the students to master some key words, expressions and structures, and learn something about Jane Austen's love story.

Key Points:

1. Vocabularies:

Words

remain	educated	assume	though	vacation
part	court	proposal	somewhat	heroine

Expressions

enjoy + v.-ing	in the safety of	fall/be in love with
be angry with	head over heels	plan to
change one's mind	live on	

2. Structures:

- Not much ... other than ...
- ... as well as ...
- It is not too long ... until ...
- Unlike ...
- It is possible that ...

Teaching Procedures:

- Fun Start
- Background Information
- Detailed Study of Text A
- Further Practice
- Key to Exercises of Text A
- Assignments

● Teaching Procedures:

Part I Fun Start—Shining Stars

Step 1

The teacher can begin by asking students, “Do you know these people? What do they do? Why are they famous?”

Step 2

Explain the four pictures on the Fun-Start page:

Picture 1: Zhou Jielun, a Chinese pop singer, is famous for his “Nun-chuks” (双节棍).

Picture 2: J.K. Rowling, an English writer, is famous for her novel series of *Harry Potter*.

Picture 3: Arnold Schwarzenegger, Governor of California of the U.S., used to be a prominent American movie actor.

Picture 4: Brad Pitt, an American movie actor, acted in many famous Hollywood films such as *Legends of the Fall* and *Mr. and Mrs. Smith*.

Step 3

After explaining the four pictures, the teacher can ask students to talk about other stars.

e.g. Yao Ming, David Beckham, Jackie Chan (Cheng Long)

Part II Background Information

Jane Austen

Jane Austen (1775-1817) was the youngest daughter of George Austen, rector of the village of Steventon in Hampshire England. Austen was just born in that small village in 1775. She received a good education at home, and lived an uneventful life amid the provincial surroundings of the south. She never married through her life. Jane Austen started writing at an early age. Her novels in order of publication are as follows: *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814), *Emma* (1816), *Northanger Abbey* (1818), and *Persuasion* (1818).

Jane Austen never touched upon the class conflicts of her time, and in her works the extremes of wealth and poverty are unknown. Her works show a wealth of character studied, and abound in wit, humor and charm. She knew how to sketch figures with so pure and suggestive a pen that they stand out in a strong and unforgettable relief. It is not without reason that she is credited with having brought the English novel to its maturity.

Part III Detailed Study of Text A

A. Pre-reading Questions

Get some students to talk about the following questions:

- ① Have you ever read some novels written by Jane Austen?
- ② Do you know some love stories about Jane Austen?
- ③ What is your attitude towards love?

B. Detailed Study of the Text

Text proper	For teachers' reference
Para.1 <p>Perhaps you have read Jane Austen's <i>Pride and Prejudice</i>, <i>Sense and Sensibility</i>, <i>Emma</i> or <i>Persuasion</i>. <u>Not much is known about her life other than what remains of her writings.</u></p>	<ol style="list-style-type: none"> ① Why is Jane known to people? <i>Because of her writings such as <u>Pride and Prejudice</u>, <u>Sense and Sensibility</u>, <u>Emma</u> and <u>Persuasion</u>.</i> ② How much do people know about Jane's life? <i>Little.</i> <p>Topic sentence underlined.</p>

1. Not much is known about her life other than what remains of her writings.

We don't know much about her life except the writings she left us.

e.g. *Not much can he get from two months' hard work other than a good meal.*

Not much is known about the author of the article other than his name.

remain: v. still be present after the other parts have been removed, used, etc.; continue to exist

e.g. *Very little of the house remained after the fire.*

There were only ten minutes remaining.

Para.2

Because Jane loved writing, her father gave her a writing desk as a gift. Her brothers and sister as well as other family friends enjoyed hearing her stories in the evening by the fireside. She wrote for personal pleasure and public praise. Her creative mind invented stories in the safety of her family's home in the countryside.

- ① What did Jane get from her father as a gift?
She got a writing desk.
- ② Who enjoyed hearing her stories in the evening by the fireside?
Her brothers and sister as well as other family friends.
- ③ What's the purpose of Jane's writing?
She wrote for personal pleasure and public praise.

Topic sentence underlined.

Famous People

2. Her brothers and sister as well as other family friends enjoyed hearing her stories ...

Her brothers and sister and also other family friends loved hearing her stories ...

e.g. *We'd like to know what you can offer as well as your work conditions.*

I as well as my family will support you.

When I was in middle school, I enjoyed playing basketball.

3. Her creative mind invented stories in the safety of her family's home in the countryside.

In the peace of her family's home in the countryside, her creative mind invented stories.

e.g. *All his life, he lives in the safety of life that he has built all by himself.*

In the safety of the old professor's house, the children explored a new land.

Para.3

One night when Jane went to a ball, she met an educated man named Tom Lefroy.

Tom's family was rich. Some assume that they fell in love, although Jane had said she wasn't in love with him. Tom liked Jane, though. His family was angry with him, and they didn't want him to marry Jane, who was only a poor clergyman's daughter. He listened to them.

- ① Who did Jane meet at a ball?

She met an educated man named Tom Lefroy.

- ② What's people's assumption about Tom and Jane?

They fell in love.

- ③ Why did Tom's family refuse their marriage?

Because Tom's family was rich while Jane was only a poor clergyman's daughter.

Main idea *Jane's love story with Tom Lefroy.*

4. ... she met an educated man named Tom Lefroy.

... she met a man with the name Tom Lefroy who had received education.

e.g. *They are privately educated children.*

At the party I met a girl named Nancy.

5. Some assume that they fell in love, although Jane had said she wasn't in love with him.

Some guess that they loved each other, although Jane had said she didn't love him.

e.g. *Let us assume for a moment that the proposal is feasible.*
The pretty girl fell in love with the young writer at the first sight.
My sister is in love with her best friend's boyfriend.

6. Tom liked Jane, though.

Tom liked Jane, however.

e.g. *Our team lost. It was a good game though.*

"Have you ever been to Australia?" "No. I'd like to, though."

7. His family was angry with him ...

His family became angry and disliked him ...

e.g. *Please don't be angry with me. It wasn't my fault.*

I was very angry with myself for making such a stupid mistake.

Para.4

It was not too long until Jane fell head over heels in love with another man. She met him when she and her family went to the seaside for a vacation. He was a good man. Not much is known about him other than some letters Jane wrote to her only sister Cassandra. After the vacation, they parted. He planned to find Jane again and court her, but he died suddenly soon after their parting.

- ① When and where did Jane meet the second man in her life?
She met him when she and her family were on a vacation at the seaside.
- ② How do people get some information about the man?
From the letters Jane wrote to her sister Cassandra.
- ③ Why didn't they get married?
Because the man died suddenly soon after their parting.

Main idea *Jane Austen's love story with a good man.*

8. It was not too long until Jane fell head over heels in love with another man.

Very soon Jane completely fell in love with another man.

e.g. *It was not too long until our grandpa came back to water his flowers.*

It is quite dangerous to fall head over heels in love with someone who you're not familiar with.

9. ... when she and her family went to the seaside for a vacation.

... when she and her family went to the seaside for a holiday.

e.g. *They are on vacation in Hawaii right now.*

You look tired—you should take a vacation.

cf. **vocation:** *n.* a type of work or way of life that you believe is especially suitable for you

e.g. *She believes that she has found her true vocation in life.*

You missed your vocation —you should have been an actor.

10. After the vacation, they parted.

After the holiday, they left each other.

e.g. *We parted at the airport yesterday.*

He has recently parted from his wife.

11. He planned to find Jane again and court her.

He wanted to find Jane again and propose to her.

e.g. *They are planning to buy a house near the sea.*

I had planned to meet you at the airport but then something happened and kept me from reaching there on time.

He bought a bunch of red roses and went to court her.

Para.5

Before her 27th birthday, another man asked Jane to marry him. He was an old family friend, Harris Bigg-Wither. She accepted his proposal, but then changed her mind. She didn't marry him because she didn't love him.

① Who asked Jane to marry him before Jane's 27th birthday?

Harris Bigg-Wither, an old family friend.

② Why did Jane change her mind after accepting his proposal?

Because she didn't love him.

Main idea *Jane Austen's love story with Harris Bigg-Wither.*

12. Before her 27th birthday another man asked Jane to marry him.

Before her 27th birthday another man asked Jane to be his wife.

e.g. *In his proposal, he asked the third daughter of my family to marry him.*

It is imprudent for a girl to ask her boyfriend to marry her in our country.

13. She accepted his proposal, but then changed her mind.

She accepted his proposal, but then decided to refuse it.

e.g. *Even though I may be refused again, I won't change my mind.*

I don't like people who change their minds too often.

proposal: *n.* an act of formally asking sb. to marry you

propose: *v.* ask sb. to marry you

e.g. *He was afraid that she might refuse if he proposed.*
Just as I had expected, Mary refused John's proposal.

Paras.6-7

It is possible that she was somewhat like the women she wrote about in her books. But unlike her heroines, she knew that love couldn't overcome all difficulties. She had learned this from experience. It is possible that her novels show her desire to start her own home and family.

Although little is known about Jane, her stories live on.

① According to Jane's heroines' experiences, love could overcome all difficulties. Is that right?

Yes, that's right.

② What did she learn from experience?

She learned that love couldn't overcome all difficulties.

③ What do her novels possibly show?

It is possible that her novels show her desire to start her own home and family.

Main idea of Para.6

Jane's novels might show her personal desire.

Main idea of Para.7

Jane's novels are popular although people know little about her life.

14. It is possible that she was somewhat like the women she wrote about in her books.

It is possible that in some aspects, she was a bit like the women she wrote about in her books.

e.g. *I was somewhat surprised by his answer.*

The British is somewhat different from the Americans.

15. But unlike her heroines, she knew ...

But different from the main female characters in her novels, she knew ...

e.g. *Unlike most systems, this one is very easy to install.*

Unlike her mother, she likes talking with others.

The heroine in the film Titanic is played by Kate Winslet.

16. It is possible that her novels show her desire ...

Her novels possibly show her desire ...

e.g. *It is possible that he will be chosen as monitor.*

It is possible that they will hold a celebration party for Mary.

17. Although little is known about Jane, her stories live on.

Although people know little about Jane, her stories keep spreading far and wide.

e.g. *Although he has stopped writing for many years, his reputation still lives on.*

The rumor lived on, making greater influence day by day.

Part IV

Further Practice

A. Ask the students to translate the following expressions into English.

① 了解她的生活	know about her life
了解他的背景	know about his background
② 喜欢听她的故事	enjoy hearing her stories
喜欢打网球	enjoy playing tennis
③ 编故事	invent a story
编造一个高明的借口	invent a wise excuse
④ 听从了他们的话	listen to them
听从他的劝告	listen to his advice
⑤ 去海边度假	go to the seaside for a vacation
去海边度周末	go to the seaside for a weekend
⑥ 他们分别后不久	soon after their parting
他们结婚后不久	soon after their marriage
⑦ 接受了他的求婚	accept his proposal
拒绝了他的求婚	refuse his proposal
⑧ 克服所有的困难	overcome all difficulties
抵制强力的诱惑	overcome a strong temptation
⑨ 从经历中明白了这一点	learn this from experience
从错误中学	learn from one's mistakes
⑩ 她对建立自己家庭的渴望	her desire to start her own home and family
他对建立友好关系的渴望	his desire to establish friendly relationships

B. Read the following sentences to the students and ask them to give the original sentences in the text.

1. We don't know much about her life except what remains of her writings.
(*Not much is known about her life other than what remains of her writings.*)
2. Very soon Jane completely fell in love with another man.
(*It was not too long until Jane fell head over heels in love with another man.*)
3. She accepted his proposal, but then decided to refuse it.
(*She accepted his proposal, but then changed her mind.*)
4. Although we know little about Jane, her stories keep spreading far and wide.
(*Although little is known about Jane, her stories live on.*)

Part V Key to Exercises of Text A

I. Getting to the Point

1. B 2. A 3. C 4. D 5. D

II. Informational Puzzles

1. a writing desk
2. personal pleasure and public praise
3. an educated man named Tom Lefroy
4. didn't love him
5. her desire to start her own home and family

III. Say What?

1. little about her
2. hearing her stories
3. she was only a poor clergyman's daughter
4. love couldn't overcome all difficulties
5. her stories live on

IV. Vocabulary and Structure

A. Putting Words in Place

- | | | | | |
|-------------|-----------|-------------|-------------|----------------|
| 1. remained | 2. desire | 3. overcome | 4. educated | 5. praise |
| 6. proposal | 7. pride | 8. personal | 9. safety | 10. experience |

B. Finding Right Expressions

- | | | |
|------------------------------|----------------|----------------------|
| 1. overcame her difficulties | 2. listen to | 3. fell in love with |
| 4. known about | 5. planning to | 6. change my mind |
| 7. head over heels | 8. other than | |

C. Looking for Likeness

1. She has no close friends other than him.
2. You can't get there other than by boat.
3. I didn't reach the station until after the train had left.

4. I won't do anything until you arrive.
5. Scientists are still somewhat uncertain about the cause of SARS.
6. He was somewhat surprised to see his old girlfriend at the party.
7. Although she tried her best, she still failed her test.
8. Although he had only entered the contest for fun, he won first prize.

Part VI Assignments

1. Preview Text B.
2. Do all the comprehension and vocabulary exercises in Text B.

Translation of Text A

简·奥斯丁的爱情生活

也许你已经读过简·奥斯丁的小说《傲慢与偏见》、《理智与情感》、《爱玛》或是《劝导》。除了她留下的一些作品，我们对她本人的生活知之甚少。

因为简喜爱写作，她的父亲送给了她一张写字台作为礼物。到了晚上，她的兄弟姐妹还有亲朋好友都喜欢围在炉火边听她讲所写的故事。她写作是为了自娱和得到大家的称赞。在她那安宁的乡间住所中，她富有创造力的头脑编织出了许多故事。

有天晚上简去参加一场舞会，她遇到了一位有教养的年轻人，名叫汤姆·雷弗洛伊，来自一个很富有的家庭。有人猜测他们相爱了，尽管简说过自己并没有爱上他。然而汤姆很喜欢简。他的家庭因此对他非常恼怒，他们不希望他娶简，因为她只是一个穷牧师的女儿。他听从了家人的话。

之后不久简就全身心地爱上了另一个男人。她是跟家人一起去海边度假时遇到这个人的，他是个很好的人。但是除了从简写给她唯一的姐姐卡桑德拉的一些书信中所提到的之外，我们对他的情况知道的并不多。假期过后他们就分开了。他原本计划要重新找到简并追求她的，但是在他们分别后不久他就突然死去了。

在简27岁生日前夕又有另一个男人向她求婚。他是她们家的一个老朋友，名字叫哈里斯·比格威瑟。她接受了他的求婚，但是后来又改变了主意。她没有嫁给他，因为她并不爱他。

可能简和她小说中描写的那些女性有几分相似。但是与她的女主人公们不同的是，她知道爱情不能够克服所有的困难。她从自己的人生经历中明白了这一点。她的小说很可能表现了她建立自己家庭的渴望。

尽管我们对简的生活知之甚少，她的小说仍在流传。