

NEW VOCATIONAL COLLEGE ENGLISH

高职高专推荐教材系列

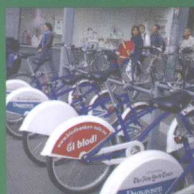
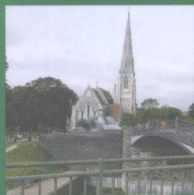
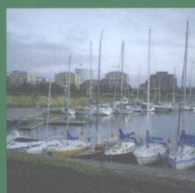
新编

高职高专

总主编 刘海平 徐青根

主编 苏芳

英语
教程



2

凤凰出版传媒集团



江苏教育出版社

JIANGSU EDUCATION PUBLISHING HOUSE

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写给学生的话

学外语很辛苦,教外语也不容易。因为英语重要,我国中小學生必学英语;因为受重视,要保证教学质量,学生从小学到高中,英语必考。教你、考你没商量。到了高教阶段,英语教学自由度大了,考试压力小了,但英语教学专家们不辞辛劳,为大学生编写了一套又一套英语教材。大学生手捧一大堆大开本英语书,望书兴叹。

英语学习能否轻松点、有趣点、实用点?我们这几位教过几十年英语的老师很想从教材开始,尝试找到能让英语学习朝这三个“点”靠拢的方向。

《新编高职高专英语教程》(简称《新编教程》)新就新在它根据高职高专学生对英语技能的实际需要,以及学校英语课程教学时间的实际安排,将教材设计成“一本通”。以读为主,听、说、写、译配套。高职高专学校常规开设三学期英语课,每周四课时。该教程全套三册书,每册八单元。

《新编教程》新就新在单元结构的合理性和科学性。它突出对每单元课文原文的学习掌握,并配之于数量适当、有效性强的练习。大多数类似英语教材中的课文与练习页数比为 1:10 左右;而本教程安排的课文与练习比例约为 1:1。

《新编教程》新还新在每单元课文内容的关联性,以及读、听、说、写技能按递进编排的可教性。每单元课文的内容互有关联,先读,后听,再说(用课文中所学词汇和句型,讨论与课文内容相关的话题),在读、听、说的基础上,写的练习就到了水到渠成的阶段。

《新编教程》新又新在每单元中的 Text C 文章的实用性。高职高专教学特别注重培养学生的专业实用技能。这类英语阅读训练,可培养学生读懂英语产品说明书,收集相关工程的英文资料,理解机械安装英语示意图等英语实用能力,而这种语言能力将是毕业生从业成功的翅膀。

《新编教程》的新意相当程度体现在课程教学中,提倡多样化的教学方式和个性化的教学设计。由于本教程不再以教学关于英语的语言知识为目的,而是输入大量的原版英语篇章,从质和量上为学生创造一个“耳濡目染”的语言环境。使用本教程的课堂应该以读读、听听、讲讲、写写为主要教学行为,这样的课堂自然形成一个轻松活泼的教学场面。

《新编教程》并不忽视有效习题对巩固英语技能的作用。针对教学中学生要经常参加考试的实际需要,我们也准备了一册与课本同步的习题和模拟试卷汇编,学生可根据需要选做各种练习。

同学们,“轻轻松松学好一门外语”这是虚假广告语。“踏踏实实学一些英语技能”这就是本教程编者的理念、信念和怀念。

编者

2008 年 2 月

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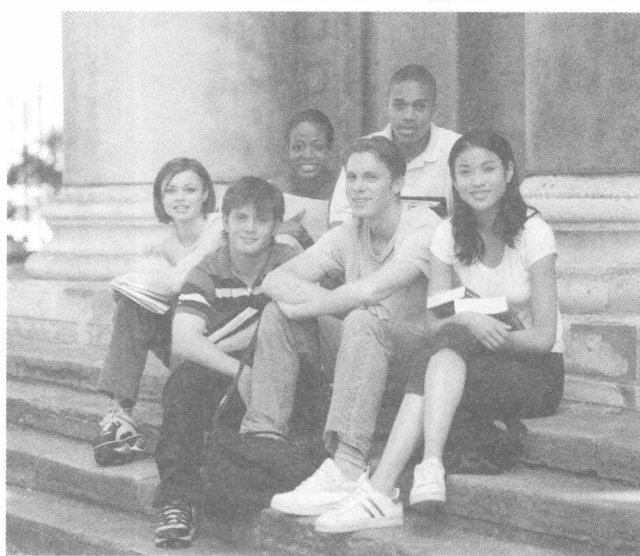
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Campus Life

Reading Text A

Student Leadership Today



As my ASB (Associated Student Body) members and I sat in the shade of a tall oak tree, we all shared what student leadership meant to us as individuals. We communicated in a circle and wore the casual summer clothes that would apply to any high school students. “I believe student leadership is being a good role model in your school,” one student replies. “I believe student leadership is doing the right thing, and having people look up to you,” another remarks. “I think student leadership has to do with being a trustworthy person, one that others can depend on,” a third adds.

individual 个人

casual 非正式的

10 These are all true, but how then can one define what a student leader truly is if there are so many definitions? Well, I believe there

define 给……下定义

definition 解释

are a few main qualities every student leader needs, and also have identified some of the reoccurring themes I have seen in the words student leadership, words that seem to gain recognition as the years progress.

Student leadership is quite simply what it sounds like: leadership on a student level. Why is this an important characteristic for a school to have? Because each school, whether small or large, has similar attributes to those of a community. Within the school are hundreds to thousands of students, all from different backgrounds, with different beliefs, different values, and different abilities, all coming together with different focuses in life. In most cases, these students all share one building, and many of them also share one goal, and that goal is to become accepted.

No student wants to go to school, whether elementary, junior high, middle school, or high school, and be rejected, finding that she doesn't fit into "the crowd" as the person she is. This is a prime instance of where student leaders can step into action. If someone could approach a new student and just give him a handshake, saying something like, "Hey, how are you? My name is Greg. What's yours?" "Oh, hi, Matt, nice to meet you. Well, I'm glad you are here at this school, and hopefully I'll see you around." If an unsure student can realize that he or she can be himself or herself and be accepted at school, then this student has already taken the first and hardest step of fitting into a community, and that is being accepted for who one is, instead of being accepted for who one is trying to be.

Above, Greg simply introduced himself, taking seconds out of his day to say "hi" to someone new. For Greg, a senior, and a part of the Associated Student Body (ASB), it was easy, and he actually did the same with a few other students. For Matt, however, it was his first day of school as a freshman. Matt was nervous about attending high school but is already feeling better because an upperclassman took time to say hello. Simple gestures of friendliness and a sincere heart for people are some of the qualities respected student leaders have.

Through ASB leadership classes, and similar courses, students

quality 素质

identify 认定

theme 主题

recognition 认可

characteristic 特点

attribute 特性

reject 淘汰; 拒绝

prime 主要的

instance 情况

actually 实际上

upperclassman 高年级生

sincere 真诚的

are being taught to give time for others, which is another characteristic I believe student leaders need. Whether one gives one's time, an ear to listen, a shoulder to lean on, or just a handshake, showing
 50 someone that they are important enough to get to know is showing them that they matter.

Are the only student leaders in high schools today the ones who are in ASB or the ones enrolled in a leadership class? No, in
 fact, some of the students I see demonstrating the leadership characteristics don't even know that they are leading. These students
 55 aren't necessarily the ones up at the podium for all the assemblies or the ones leading the crowd cheers. These students are the ones you may find talking in the library to a student who feels frustrated
 with his life, or having a conversation in the parking lot with a student
 60 that had a bad day. These few students are making a positive impact on those who need help the most. Making a positive impact on a group of people is one thing, but sitting down with an individual, listening to that person, and showing him that you care is what really changes lives.

I have noticed one main truth about student leadership throughout my high school experience. This truth is that every student who wants to make a difference in his or her school must be willing to take action. Talking about the student who is eating alone a few tables across from you does not comfort him. Talking about
 70 the girl that gets made fun of in science class will not help her situation. Many of today's student leaders understand this virtue, and I just hope that over time more students catch on. It is only then that the halls of our schools will be filled with joy, that there will be no student at school who feels alone, and that the school community
 75 will be able to achieve true greatness.

enroll 招收;注册

demonstrate 表露

podium 指挥台

assembly 集会

frustrate 令……沮丧

positive 积极的

impact 巨大影响

virtue 美德

catch on 理解

Notes

1 ASB (Associated Student Body) (L1) 学生联合会**2 ... we all shared what student leadership meant to us as individuals. (L2)**

我们大家分享着领导才能对个人来说意味着什么的想法。

由 what 引导的名词性从句,可以在句子中作主语、宾语或表语等。看课文中类似的句子:

Student leadership is quite simply what it sounds like.

... but how then can one define what a student leader truly is if there are so many definitions?

... and showing him that you care is what really changes lives.

类似的名词性从句还可以由 who, whether, how, that, why, when, where 等引导。试看课文中的其他几个例子:

This is a prime instance of where student leaders can step into action.

... and that is being accepted for who one is, instead of being accepted for who one is trying to be.

3 ... students are being taught to give time for others, which is another characteristic I believe student leaders need. (L46)

……学生们被教导要为他人付出时间,这就是我认为学生干部需要具备的另一素质。

... is being taught ... 是现在进行体被动语态。如:

The question is being discussed at the meeting now.

The meal was being cooked when the fire broke out.

4 Whether one gives one's time, an ear to listen, a shoulder to lean on, or just a handshake, showing someone that they are important enough to get to know is showing them that they matter. (L48)

无论是付出时间,听听别人的心声,给人一点依靠,还是与他们握一握手以表示他们值得相识,这样做都在向他们表明他们至关重要。

“showing someone that they are important enough to get to know”为主句主语;“showing them that they matter”为 is 的表语。用动词的-ing 形式构成词组具有名词的语法功能。课文中还有类似的结构,请你找出来。

Reading Comprehension

I Decide whether the following statements are true(T) or false(F) according to the text.

- _____ 1. A student community is similar to any community in that it involves students with different backgrounds.
- _____ 2. Most students hope that they can be accepted when they enter a new school as long as they try their best to fit into it.
- _____ 3. We can infer that student leaders are traditionally supposed to be at the podium for assemblies and sometimes lead crowd cheers.
- _____ 4. To be a student leader means to make a positive impact on others.

II Discuss the following questions in class.

1. Do you want to be a student leader? Why or why not?
2. What qualities do you think a student leader should possess?

Reading Text B

The Day I Flunked out of Law School

My father knew that something was amiss when he encountered me, late one afternoon, sitting on the stoop of our west Denver house. The dean of the University of Colorado, School of Law, I said, decided that I couldn't return to classes next fall. My grades were too low.

After listening calmly, my father then contacted Edward C. King, the law-school dean. But there was no changing the decision.

Sherm is a terrific young man, Dean King said, but he'll never make a lawyer. He urged me to look for another career. In the

terrific 了不起的

urge 催促

10 meantime, he advised that I stay put in the grocery store where I worked on weekends.

grocery store 食品杂货店

I wrote a note to the dean, and requested re-admission. It went unanswered.

admission 录取

Even today words cannot describe my upset. I'd never really failed at anything significant. In high school I'd been a popular student and a highly regarded football player. I'd coasted through the University of Colorado at Boulder without working up a major sweat and was duly admitted to its prestigious law school.

significant 重大的

coast 轻松进展

duly 适时地

prestigious 声誉高的

My dad's own schooling hadn't gone past the sixth grade, and he was a railway mail clerk for over 40 years. But he loved learning, and he knew how much I wanted to become a lawyer. He suggested I look at Westminster College of Law (now part of the University of Denver College of Law), where classes were held at night.

Dad's advice was perfectly practical. It also hurt like hell. The University of Colorado at Boulder was the door to judicial clerkships and prestigious law firms. Westminster was a poor man's school with no tenured professors or law review, whose students held down day jobs.

perfectly 非常

judicial 司法的

tenured 终身的

hold down 有(工作)

Visualizing myself at Westminster after Boulder was galling. And in truth, my self-confidence was badly shaken; maybe I wasn't cut out to study law. But in the end I went to see Clifford Mills, Westminster's dean.

visualize 想象

gall 使烦恼

Mills read my college transcript, and I'll never forget him peering at me over his glasses. "Finesilver," he said bluntly, "the only thing you did well in at Boulder was athletics, a Spanish course and your fraternity."

transcript 成绩单

bluntly 率直地

He was right. I'd made it through, but lack of academic commitment and good study habits had finally caught up with me.

commitment 致力

Dean Mills let me enroll at Westminster, on one condition: that I repeat all my first-year classes, this time paying attention. "I'll be looking over your shoulder," he said.

One door had closed. But others opened.

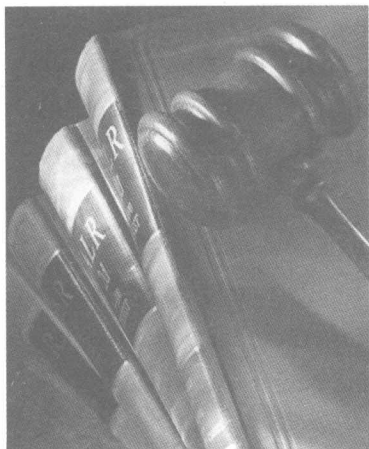
Given a second chance, I worked much harder, becoming fascinated by the law evidence. In my second year the professor
 45 who taught the course passed away. I was asked to take over —
 inconceivable at a law school like Boulder. Evidence became a
 lifelong specialty, and for many years I taught classes on the subject
 for judges, law students and practicing lawyers throughout the country.

Meanwhile I worked days in the Denver City Attorney's office
 50 as a clerk. It was anything but glamorous. But it led to a job as an
 assistant city attorney after graduation.

I would become a county judge at age 28, one of Denver's
 youngest. Later I was elected as district judge, and then appointed
 by the President to the federal judiciary as a U.S. district judge.
 55 And, ultimately, I did return to Boulder — to receive a university
 award, and an honorary doctorate of law.

Sooner or later everyone will fall short at something important
 to them — whether it be a job, a dream or a relationship. Flunking
 out of law school, I believe, made me a better judge; it certainly
 60 taught me about the frailties of the human condition, and about the
 need to give people second chances.

But failure also taught me that life is a road with unpredictable
 forks and unexpected tomorrows. To take advantage of them, you
 can't let yourself be destroyed by a defeat, or let others set the limits
 65 on your ability to achieve.



Notes

- 1 **tenured professors (L27)** 美国大学实行终身教授制。美国高校的教师聘用分为两类,一类是短期合同制(non-tenure track),根据学校工作需要、科研经费情况聘用教师,定期签订合同决定去留,没有申请终身教授资格。另一类有终身教授申请权(tenure-track),教师从应聘助理教授开始,经过5年到6年的试用期后可以申请终身教授资格。
- 2 **fraternity (L36)** 美国大学生刚进大学时,男生能参加“兄弟会”(Fraternity),女生有“姐妹会”(Sorority)这类社团。参加这些社团是为了更快熟悉周边环境,建立同学间的友谊。
- 3 **Given a second chance, I worked much harder, becoming fascinated by the law evidence. (L43)**

有了第二次机会,我学习努力多了,并迷上了证据法。

-ing 形容词和-ed 形容词:表示情感的及物动词,如 disappoint, encourage, excite, fascinate, frighten, inspire, interest, move, please, puzzle, satisfy, surprise, worry 等,常加上后缀-ing 或-ed 转化为形容词,用作表语、定语、状语或补语。-ing 形容词表示主动、进行、性质特点,有“具有令人……的特性”的意思,常用来修饰事或物。-ed 形容词具有被动、处于某种状态或完成的意义,通常表示人对某事作出的反应,有“受到影响而感到……”的意思,常修饰人。例如:

The book is very interesting. I am sure you will be interested in it.

书很有趣。我相信你一定会感兴趣的。

It is not surprising that John got fired. We are no longer surprised at anything happening to him.

约翰被解雇没什么奇怪的。对发生在他身上的事我们已经见怪不怪了。

Reading Comprehension

I Answer the following questions according to the text.

1. Why couldn't the author continue his study in the School of Law, University of Colorado?
2. Did the author request re-admission? What was the outcome of his request?
3. How was the author's performance after he entered Westminster College of Law?

II Discuss the following question in class.

How do you understand "One door had closed. But others opened."?

Language Focus

I Fill in the blanks with the words and phrases given below. Change the forms where necessary.

take advantage of	appoint	take over	meantime
fall short (of)	anything but	identify	apply to
share	matter	frustrate	casual
demonstrate	sooner or later	define	approach
in truth	encounter	pay attention	achieve

- The identification of the murdered woman took place last week. Yet she hasn't been _____.
- Some shops have doors which open by themselves at the _____ of a customer.
- We have missed the 8:30 train. But don't be _____. What _____ now is that we don't miss the next train.
- We _____ your concern about what happened.
- Please find a taxi, and in the _____ I'll pack some food.
- _____ she will realize what a mistake she has made.
- We'd better _____ the warmer weather by going for a walk this afternoon.
- He _____ as director of the publishing house.
- He is _____ a scientist.
- When she fell ill, her daughter _____ the business from her.

II Complete the following sentences by translating the Chinese into English, using the structures or phrases given.

- Take an umbrella with you _____ (以防下雨). (in case)
- The teacher made students think for themselves, _____ (而不是告诉他们该想什么). (instead of)
- He was lucky enough to sell his car for exactly _____ (他买来时花的钱). (what)
- _____ (玩了半小时电脑游戏后), he went to do his homework.
- He should have listened to his friends' suggestion that _____ (他该去看医生).