

English

21世纪

高职高专教育 公共英语
系列规划教材

**NEW HOPE
COLLEGE ENGLISH**

胡新萍大学英语 综合教程 2

- 总主编 / 杜瑞清 毕胜利
- 主 审 / 辛 柯
- 主 编 / 魏水利 张化丽



西北大学出版社
NORTHWEST UNIVERSITY PRESS

NEW HOPE COLLEGE ENGLISH

- 陕西省高等教育教学改革研究项目
- 高职高专教育系列规划教材·公共英语

新希望

综合教程

2

大学英语

- 总主编 / 杜瑞清 毕胜利
- 主 审 / 辛 柯
- 主 编 / 魏水利 张化丽
- 副主编 / 李 妍 张小花 蔡建国
- 编 者 (按姓名字母顺序排列)
 - 顾 雁 李基亚 李青艳
 - 李 艳 李 艳 刘学文
 - 任 宁 王国栋 袁西玲
 - 张 琴 左美丽

西北大学出版社
NORTHWEST UNIVERSITY PRESS

图书在版编目(CIP)数据

新希望大学英语·综合教程·2/杜瑞清 毕胜利主编. —西安: 西北大学出版社, 2008.1
ISBN978-7-5604-2023-3

I. 新… II. ①杜…②毕… 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 010626 号

《新希望大学英语》系列教材

责任编辑 / 侯江红 李 蓬

整体设计 / 王 祚



新希望大学英语 (综合教程·2)

总 主 编: 杜瑞清 毕胜利

出版发行: 西北大学出版社

地 址: 西安市太白北路 229 号

邮 编: 710069

电 话: 029-88303042 88303593

经 销: 全国新华书店

印 装: 西安华新彩印有限责任公司

开 本: 787 毫米×1092 毫米 1/16

印 张: 14.25

字 数: 290 千

版 次: 2008 年 1 月第 1 版 2008 年 1 月第 1 次印刷

书 号: ISBN978-7-5604-2023-3

定 价: 25.00 元

NEW HOPE

COLLEGE ENGLISH

前言 PREFACE

早在 2003 年,在陕西省教育厅的指导下,西安外国语大学和陕西省高职高专教育学会即牵头组织相关院校专家,对高职高专英语教学情况进行全面调研。经过一年多的深入调研,提出了按照“实际、实践、实用”的“三实”原则,针对传统教材在体系和结构上存在的学科性特点过于突出、篇幅过长等问题进行教改研讨,进而形成了编写蕴涵现代教学理念、内容清新实用、操作简单有效的教材的设想;2005 年秋,该设想以高职高专公共英语教材为题,获准陕西省高等教育教学改革研究立项。

随后,我们在已有调研的基础上,组织专家队伍,邀请教学一线教师参与,遵循“人类对语言本质属性的认识直接作用于对外语教学的认识,进而直接影响外语教学的原则的制定”这一规律,根据学习者的认知需要、情感需要、语言交际需要编写教材。

经过两年多的努力,数十次会议的反复研讨,本套教材初见雏形。

这套教材含《综合教程》一至三册,《教师用书》一至三册,《阅读教程》一至三册,以及为学生学习配套的《拓展训练》一至三册。教材中所蕴涵的主要思想、观念体现在以下几个方面:

1. 在编写中,我们充分注意所选材料丰富的社会生活内涵,内容朴实而贴近生活。在遵循学科知识系统性的前提下,尽力做到从学生已有的知识出发,指导学生从语言知识和语言所负载的信息及内容入手,激发和满足其学习欲望,获取语言知识。

2. 教学活动的设计及安排着力体现“以学生为中心,以教师为主导”的观念。书中为学生提供生动活泼、具有丰富社会生活内容的知识背景,将学习材料置于学生生活环境之中,教师可在课堂活动设计中充分发挥自身动态语言示范作用,从而准确把握学生语言发展和交际需要之间的关系,使学生的学习欲望进一步得到激发,学习进入良性发展过程。

3. 教材安排的大量任务性活动(Task-based-Activities)为教学的有效开展提供了丰富的内容、素材和方法。学生在有意义的思维活动的基础上,在有真实实际需要的推动下,其学习语言和使用语言的潜能得到发挥。教师的角色是为学生自主学习不断地创造有利的环境,鼓励他们将自己的生活经验与语言活动及语言学习联系起来。该教材为高职高专层次具有不同认知能力的学生提供了丰富的学习素材,使他们对英语国家的文化有较深入的了解,从而达到语言交际的目的。

4. 教师用书除了提供教学必需的学科知识和背景知识以外,主要是为教师合理有效地组织课堂教学活动编排的。课堂教学效率达到最大化,要求学生和教师对课前准备的内容进行强化,这样,有助于完成教学任务,也可对学生以后的自主学习奠定良好的基础。

《新希望大学英语》系列教材以其《综合教程》为核心,以《阅读教程》和《拓展训练》为支撑,突出“实用为主”的原则,以“够用为度”统筹全套教材。

《综合教程》每册安排八个单元,每单元包括同一题材的两篇课文。课文前安排有听说训练,内容为学生熟悉并与其生活相关的话题。每单元均安排“Word Building, Grammar Building, Basic Writing, Practical Writing 以及 Translation Skills and Practice”等五个练习项目。这些项目贯通整个教材,从不同侧面强化《高职高专教育英语课程教学基本要求》和《高等学校英语应用能力考试》中

NEW HOPES COLLEGE ENGLISH

PREFACE

要求掌握的英语语言知识和交际技能,使学生进一步了解语言,认识语言,从而把握语言并提高使用语言的能力。

《阅读教程》是本套教材的重要支撑之一,每册安排亦为八个单元,每单元安排两篇阅读文章。文章内容为学生喜闻乐见的一般性知识,以使学生能在较好了解人类丰富的文化知识的同时,提高自己的英语水平。阅读课的宗旨是培养学生的阅读兴趣,提高学生的阅读能力,阅读课后安排的练习也是为此而设计的。当然,大量的语言实践使学生熟能生巧,应考的能力也会大大提高。

《拓展训练》在《综合教程》和《阅读教程》出现的语言知识及语言技能所涵盖的空间内,设计并安排了适量的练习题。这些项目不是一般意义上的应试练习,而是在学生已具备的英语基础上,提出具有普遍意义的词汇、语汇、语法等语言现象,让学生进一步加强对英语的认识,逐步建立英语语感,为将来适应社会工作打好基础。

本套教材在编写中参考了国内外多种同类书籍和资料,吸收了众多教学科研工作者有益的科研成果,在此谨向他们表示衷心的感谢。

本套教材作为陕西省高等教育教学改革研究项目的成果,是集体智慧的结晶。在编写过程中,得到了西北大学、西北工业大学、西安外国语大学、西京学院、西安思源学院、西安培华学院、西安欧亚学院、杨凌职业技术学院、陕西工业职业技术学院、西安航空高等专科学校、陕西职业技术学院、陕西国防工业职业技术学院、陕西交通职业技术学院、陕西青年职业学院、陕西铁路工程职业技术学院、西安铁路职业技术学院、陕西财经职业技术学院、陕西电子信息职业技术学院、西安海棠学院、西安电力高等专科学校、陕西航空职业技术学院、陕西能源职业技术学院、西安职业技术学院、安康职业技术学院、连云港市委党校、连云港职业技术学院等二十余所高等院校领导的大力支持和骨干教师的积极参与。在教材的前期调研和后期编写中,陕西省高职高专教育学会基础学科委员会主任孙燕、副主任魏水利多次主持调研工作,对教材的编写倾注了心血。在此,向支持和关心教材编写的各院校领导、同事和朋友表示衷心的感谢。

本套教材由教育部高等学校外语专业教学指导委员会委员、西安外国语大学原校长、英语教授杜瑞清博士和毕胜利教授担任总主编;教育部高等学校高职高专英语类专业教学指导委员会委员、西北工业大学辛柯教授任主审;西安外国语大学的美籍专家 Pat Robinson 和 Robert Wright 审阅了书稿英文稿件并为听力部分和课文录音;西北工业大学的宋雪玲等老师为教材制作了课件;西北大学出版社的编辑同志在付梓前仔细编审,精心设计。他们都付出了大量劳动,在此一并表示衷心的感谢。

由于编者水平和经验及编写时间有限,不足之处在所难免。我们恳切地希望专家、同行和使用本套教材的广大师生提出宝贵的意见,以利于今后做好修订工作,使其日臻完善。

《新希望大学英语》编写组

2008年1月

NEW HOPE

COLLEGE ENGLISH

编写及使用说明

《新希望大学英语》教材之《综合教程》以打好语言基础，同时强调培养学生综合应用能力和用英语进行交际的实用能力为目的。

在《综合教程》的编写过程中，编者走访了全国多所使用不同教材的高职高专院校，征询并采纳了许多英语教师的意见，制定了编写提纲，确定了编写内容。整套教材由多所大学的教授，包括高职高专院校有教学经验的中青年骨干教师参与编写，保证了教材的编写与高职高专的英语教学规律紧密结合，教学内容和水平体现高职高专英语教学的实际需求。

本教材全部语料来自地道的英语环境，材料新颖，语言规范，题材多样，内容侧重学生生活和需求。整个材料具有时代性、趣味性、可思性和前瞻性。

与《综合教程》配套的有《拓展训练》《教师用书》以及多媒体教学光盘等材料。

《综合教程》第一部分“Listening and Speaking”，围绕学生熟悉和与学生生活相关的话题，以听为导入，听说融合学习，从而使学生感觉最难的英语听说学习变得轻松而富有成效。本部分每单元建议安排2课时，教学的重点应放在听力部分，然后根据各班的实际情况，即班级大小、学生的语言基础适度组织口语训练。

第二部分“Reading”以阅读为宗旨，听、说、读、写、译综合训练。每个单元两篇阅读由同一题材的文章组成，课前的导入活动旨在激发学生对本单元内容的学习兴趣，开阔思路，使学生进入积极的学习状态；课后练习紧扣本单元学习内容，突出课文中的难点和重点。本部分第一篇课文为必讲精讲精练课文，第二篇课文可以根据各班的教学实际进行精讲或略讲，或者作为课外阅读材料，老师在课堂上结合重点知识和语言点进行读写或者口头操练。《高等学校英语应用能力考试》(A/B级)要求掌握的词汇在词汇表中用黑体标出，以便于学生重点学习和记忆。

贯通整套教材的“Word Building, Grammar Building, Basic Writing Skills and Practice, Practical Writing Skills and Practice 以及 Translation Skills and Practice”各部分从不同侧面强化《高职高专教育英语课程教学基本要求》及《高等学校英语应用能力考试》中要求掌握的英语语言知识和交际技能。

“Word Building”通过基本构词法的学习，帮助学生掌握基本的词汇构成规律，解决学生基本的单词记忆问题。

第三部分“Grammar”从语法规则讲解入手，进行实际操练，解决语法的重点和难点问题。

第四部分“Writing”由“Basic Writing Skills and Practice”和“Practical Writing Skills and Practice”两部分组成。“Basic Writing”遵循少讲和适度练习的原则，主要解决学生从句子到篇章的基础写作问题；“Practical Writing”部分旨在通过对各种日常应用文和商业函件的写作方法及技巧的学习与实践，使学生熟悉日常应用文和商业函件的写作要求与方法，读懂通用的简短实用文字材料，借助参考资料能写出简短的英语应用文和商业函件。

第五部分“Translation Skills and Practice”，技巧学习和操练并重，通过系统的学习，学生可以掌握·译的基本技能和技巧。

第二至第五部分建议安排6~8课时，教师可以根据本校的教学计划与学生实际进行适当的调整和取舍。

NEW HOPE COLLEGE ENGLISH

教师用书及拓展训练

《教师用书》为教师提供讲解《综合教程》的基本材料，包括教学目标、有关背景知识、课堂活动材料、教学导言、难句解释、语言点释例、课文参考译文和练习答案等。各部分尽可能做到详尽具体，最大限度地帮助教师解决教学中资料不足的问题，减轻教师的教学负担，在编排上尽量方便教师使用。例如，教参中讲解的语言点在课文中用黑体标示，教师讲课时可以很方便地查阅。当然，任何详细的教参都不能代替老师的备课，更不能满足所有层次教学的需求。因而，教师还需要根据教学实际认真备课，精心组织教学。

《拓展训练》是《综合教程》的补充材料，通过更多的相关练习，旨在进一步加强和巩固学生的听、读、写、译能力，并能使学生为参加高等学校英语应用能力考试做好充分的准备。

《综合教程》与《拓展训练》以及《教师用书》分工不同、各有侧重，相互间紧密配合，形成一个有机的整体，以期实现高职高专教育英语课程教学要求应达到的目的。

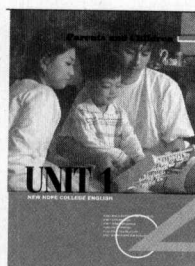
魏水利

2008年1月

NEW HOPE

COLLEGE ENGLISH

目录 CONTENTS



Unit One: Parents and Children 1

Reading One: From the Heart 5

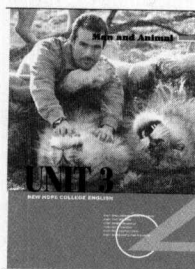
Reading Two: No Matter What Happens, I'll Always Be There for You! 12



Unit Two: Rainbow of Life 25

Reading One: The Window 29

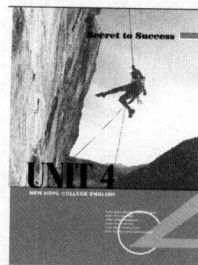
Reading Two: Feathers in the Wind 37



Unit Three: Man and Animal 49

Reading One: Heartstrings 53

Reading Two: When Snowball Melted 60



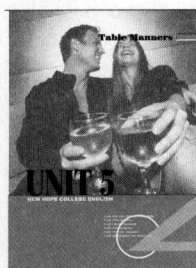
Unit Four: Secret to Success 73

Reading One: Enthusiasm Leads to Success 78

Reading Two: Sneakers 89

NEW HOPE COLLEGE ENGLISH

CONTENTS



Unit Five: Table Manners

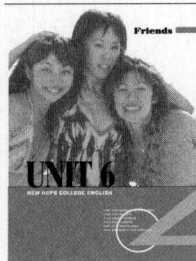
104

Reading One: American Etiquette

108

Reading Two: English Meals

116



Unit Six: Friends

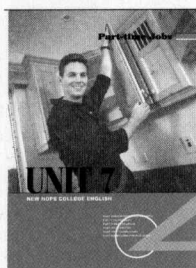
131

Reading One: Friend and Friendship

137

Reading Two: A Good Friend

145



Unit Seven: Part-time Jobs

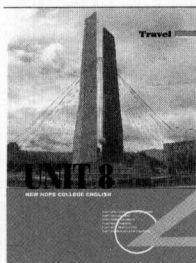
159

Reading One: Problems Seen for Teenagers Who Hold Jobs

165

Reading Two: Finding a Summer Job

172



Unit Eight: Travel

188

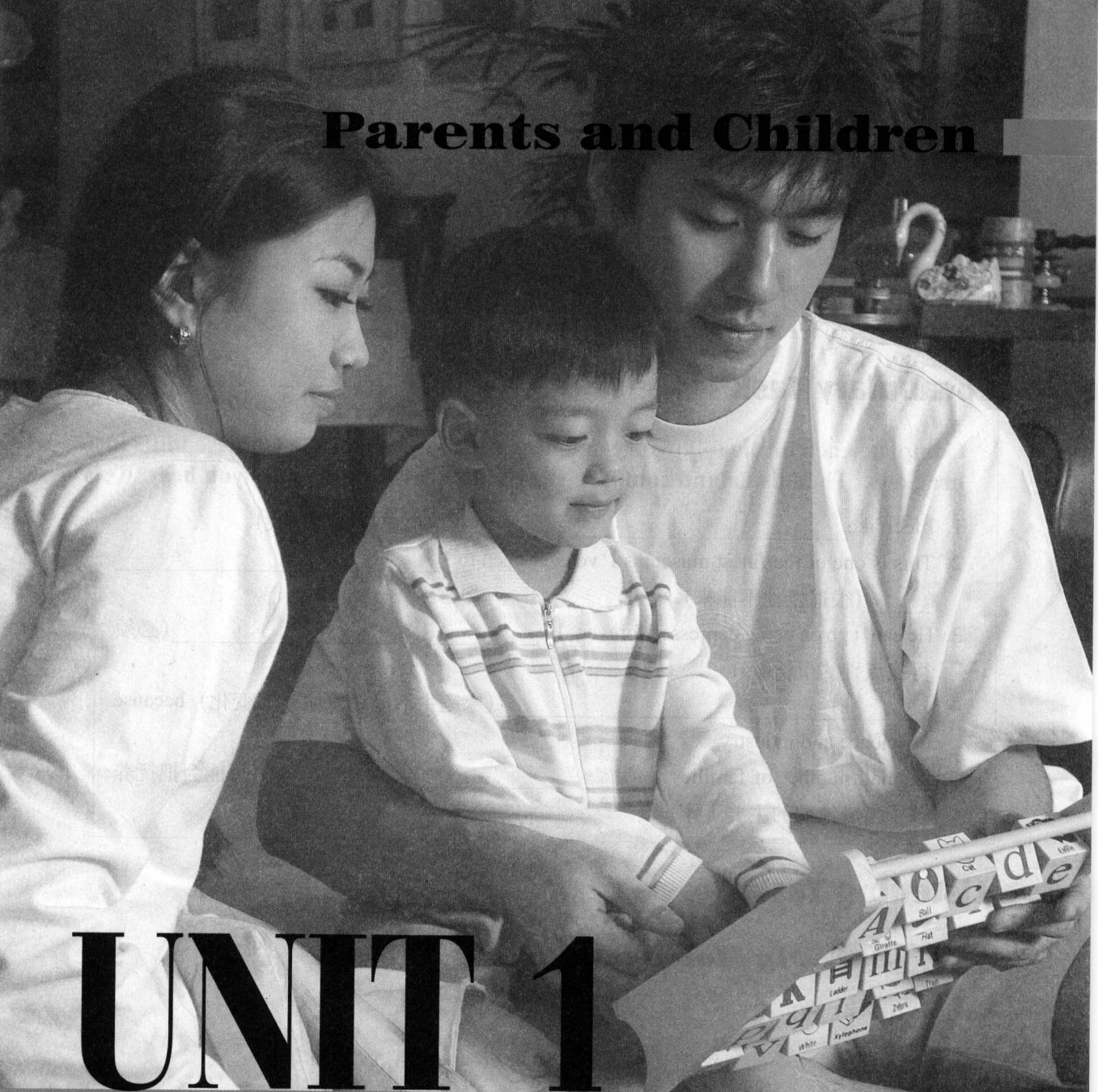
Reading One: Travel

193

Reading Two: Tian'anmen Square

201

Parents and Children



UNIT 1

NEW HOPE COLLEGE ENGLISH

PART ONE: LISTENING AND SPEAKING

PART TWO: READING

PART THREE: GRAMMAR

PART FOUR: WRITING

PART FIVE: TRANSLATION

PART SIX: READING FOR PLEASURE



LISTENING AND SPEAKING

Vocabulary Task

Complete each of the following sentences with the help of the Chinese hints in brackets. Then listen and compare your sentences with the ones you hear.

1. I feel like _____ (我妈妈总是在监视我).
2. This is one of the finest museums I've ever been to _____ (很遗憾他不能来).
3. He can't go on being depressed forever. He _____ (必须得找点别的事情做).
4. _____ (家庭生活已经发生重大变化) because of science and industry.
5. A small number of families _____ (可能会把抚养孩子当成他们的主要工作).

Listening Task

Task 1 My Mom Is Annoying

Words to Know

annoying 讨厌的

spy 监视

hangs around 逗留

Listen to the conversation and fill in the blanks with the words you hear.

Judy: Hi, Ted!

Ted: Hi, Judy! My mom is so annoying. _____.

Judy: What do you mean?

Ted: I mean, I feel like _____. Whenever I try to call someone on the phone, _____ listening to what I say.

Judy: _____.

Ted: It's more than just curious. Even if I take the phone into the bedroom, she will suddenly come in, without knocking, and _____, just to check up on me.



I wish I could move out!

Judy: Well, maybe you can talk to her about it.

Task 2 *He Hasn't Been Himself*

Words to Know

it's a shame ... 真遗憾 depressed 沮丧的 recreation 娱乐 promising 有前途的

I. Listen to the conversation and try to understand the main idea of it. Then read each of the following statements. Write "T" for True, "F" for False and "N" for Not Mentioned.

- _____ 1. Laura's dad has met Edward before.
- _____ 2. Edward has been too depressed to start looking for another job.
- _____ 3. Laura hopes Edward will get the job in Los Angeles.
- _____ 4. Edward's brother told him about the job.
- _____ 5. Laura doesn't want Edward to move so far away.

II. Listen to the conversation again and fill in the blanks with the information you get from the conversation.

1. Edward feels depressed and _____ now because he _____.
2. He has started _____ and it's a great job in _____.
3. Laura doesn't want him to take this job because Los Angeles _____.

Task 3 *Changing Family Life*

Words to Know

rear 养育 (孩子) chief 主要的

I. Listen to the passage and choose the best answer to each question you hear.

1. A. The development of science and industry in America.
B. The effects of science and industry on American families.
C. Social problems resulting from the development of science and industry.
2. A. Families of the past.
B. Families of the present and of the future.
C. Families of the past, of the present, and of the future.
3. A. Parents themselves.
B. A small number of families.
C. The American government.



II. Listen to the passage again and describe the three typical families with what you get from the passage.

1. A family in the past: _____
2. A family at the present: _____
3. A family in the future: _____

Task 4 Jingle Bells

Words to Know

jingle 叮当声

sleigh 雪橇

bobtail 短尾狗

Listen to a famous Christmas carol, *Jingle Bells*, and fill in the blanks with what you hear.

Jingle bells jingle bells jingle all the way

Oh what fun it is to ride in a one-horse open sleigh

Jingle bells jingle bells jingle all the way

Oh what fun it is to ride in a one-horse open sleigh

_____ in a one-horse open sleigh

_____ all the way

What fun it is _____

Jingle bells jingle bells jingle all the way

Oh what fun it is to ride in a one-horse open sleigh

Speaking Task

I. Discuss the following questions in pairs or small groups and then present your ideas to the whole class.

1. As a teenager, do you have a good relationship with your parents? Would you like to bring up your children similarly in the way your parents brought you up?
2. If you have a problem, do you think it's easier to talk to your parents or to your friends? Why?
3. Would you fall in love with or marry a person from a different family background? Why or why not? What would your parents say if you want to do this?



II. Role-play.

Work in a group of three or four to make up a conversation according to the given situation.

Role A is a student, who wants to rent a house with his/her friends off the campus. Role A is calling his/her parents (Role B and Role C) to get their approval.

PART TWO

READING

Before You Read

Perhaps the happiest time in our lives is childhood, during which we grow up gradually, make troubles all the time, cause ceaseless anxiety for parents and enjoy great parental love and care.

Now you can work in pairs or small groups and talk about your unforgettable events in childhood.

I. Share with your classmates your childhood stories embracing your parents' love and care.

II. Parental love is great and unselfish. How do you understand this statement?

Reading One

From the Heart

1 When I was fourteen years old (same age as my daughter is today), my mom and I didn't have money for a Christmas dinner, **much less** gifts. I knew she was sad about it, and I was determined we wouldn't let it **get us down**. Homemade gifts are nice, but I wasn't imaginative and too **broke** for supplies. I decided to give my mom something I treasured myself — the one nice piece of jewelry I owned, a gold cross necklace.

2 I cleaned it, made sure there were no knots in the chain and **wrapped** it in the



prettiest paper I could find. I was so excited. I couldn't wait for her to open it.

3 Single moms **have it hard** (as I know firsthand now), and I really wanted to see her smile.¹ We always opened our gifts on Christmas Eve night, and that afternoon, I could wait no longer.

4 I asked if we could "have Christmas" early. I **anticipated** that Christmas more than when I knew I was getting a lot of nice gifts. I didn't expect to get anything that year. It was about giving.

5 I handed her the little box, hugged and kissed her and wished her a Merry Christmas. I waited anxiously for her to open it but she just sat there with the box in her hands and looked at it.

6 I remember the look on mom's face was a **mixture** of sadness and serenity.² She knew her greatest gift to me was her love. After what seemed a long time, she looked at me and said, "I have something for you, too."



7 She **reached** into her pocket, pulled out another small box, placed it in my hands and told me although it was not much, it was filled with love.

8 I was quite curious and a little scared. I knew money was tight and hoped Mom hadn't spent money on something we couldn't **afford**.

9 There was a little box inside and when I lifted the lid, there was a tiny ring with a diamond chip in the center. In a note, she told me the ring was twenty-three years old, she hoped it brought me good luck ... and "I love you".

10 I got a huge **lump in my throat** looking at her.³ She smiled and told me it had been her wedding ring from my dad. It was now mine. I **slipped** it on my finger and **hugged** my mom.

11 She opened my gift and when she saw the necklace, big tears filled her eyes. She asked me to put it on her. She held the necklace and told me she thought it was our best Christmas ever. I could only nod my head in agreement.

12 This Christmas, I give thanks to Mom and treasure every memory we shared. You see, my mom has advanced Alzheimer's disease and no longer knows me. But I look at "our" ring and remember her gentle, wise spirit and give thanks, for God



blessed me with her.⁴

13 But that's not the end of the story.

14 Our home was burglarized four years ago. One of the items stolen was that little ring. I had left all my jewelry at home for safekeeping, because it was Memorial Day Weekend and I was going to the lake. I was totally heartbroken when I found out the ring was gone. Of course, so were her diamond rings, my wedding band, engagement ring, etc., but it was that ring I grieved for the most.

15 I wrote a letter to our local paper and begged whoever stole it to "PLEASE return it by mail anonymously".

16 A few weeks **went by** with no response and then one day a police detective showed up at my door. He held out a bag and asked me to **identify** the item inside.

17 It was my ring! I have never found out where or how he got it, but it remains on my finger to this day.

(659 words)

New Words

determine /di'tə:min /	v.	make up one's mind; to decide 下决心, 决定
imaginative /i'mædʒinətɪv /	adj.	有想象力的, 富于想象的
broke /brəʊk /	adj.	bankrupt; lacking funds 破产的; 缺乏资金的
treasure /'treʒə /	v.	keep or regard as precious; value highly 珍视, 高度评价
knot /nɒt /	n.	a compact intersection of interlaced material, such as cord, ribbon, or rope 结, 打结
Christmas Eve		圣诞前夜; eve 一般指节日或是重大日期的前夜
anticipate /æn'tɪsɪpeɪt /	v.	feel or realize beforehand; to look forward to, especially with pleasure; expect 预感, 预见; 期望; 期待
hug /hʌg /	v.	hold closely, especially in the arms, as in affection; embrace 抱, 拥抱
anxious /'æŋkʃəs /	adj.	uneasy; eager 焦急的, 急迫的
afford /ə'fɔ:d /	v.	be able to meet the cost of 买得起, 负担得起
anonymous /ə'nɒnɪməs /	adj.	having an unknown or unacknowledged name 匿名的, 姓名不为所知的
curious /'kjʊəriəs /	adj.	eager to learn more; over inquisitive 好学的; 好奇的
identify /ai'dentɪfaɪ /	v.	prove the identity of; to show to be identical 认出; 认为同一, 证明同一



chip /tʃɪp/	n.	a small piece, as of wood, stone, or glass, broken or cut off 屑片, 小片
lump /lʌmp/	n.	an irregularly shaped mass or piece; swelling or small palpable mass 块团, 肿块; 喉头哽咽
serenity /si'renəti/	n.	the state or quality of being serene 平静
jewelry /'dʒu:əlri/	n.	ornaments, such as bracelets, necklaces, or rings, made of precious metals set with gems or imitation gems 珠宝
engagement /in'geɪdʒmənt/	n.	the act of engaging or the state of being engaged 约定; 订婚

Phrases and Expressions

much less	not to mention 更不用说
get sb. down	make sb. feel ill, sad or depressed 使人不安、疲倦、沮丧
much more	更加
show up	appear, come to be present 出现, 出席
hold out	offer; to last 提供, 维持
no longer	not now as formerly 不再

Proper Names

Alzheimer's disease	老年痴呆症
Memorial Day	美国阵亡战士纪念日 (具体日期各州略有差异, 一般是 5 月 30 日)

Notes

- Single moms have it hard (as I know firsthand now), and I really wanted to see her smile.**
单身母亲日子过得非常辛苦 (我现在就是这样的处境), 我真的很想看她笑起来。
“Have it hard” 这里是 “lead a hard life” 的意思。
- I remember the look on mom's face was a mixture of sadness and serenity.**
我记得妈妈当时脸上的表情是平静中透着一丝悲伤。
- I got a huge lump in my throat looking at her.**
我哽咽了一下看着她。lump 本意指肿块, 这里是形容我心情激动难以用言语表达。