



普通高等教育“十五”国家级规划教材

英语

2

English

高职高专版

(Second Edition)

(非英语专业用)

教育部《英语》教材编写组 编

第二版



高等教育出版社



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内容提要

《英语》(高职高专版)(第二版)系列教材是“普通高等教育‘十五’国家级规划教材”,供高职高专非英语专业低起点学生使用。

与第一版相比,《英语 2》(第二版)替换掉了原书中比较陈旧的内容,并将原有的 20 个单元调整为 12 个单元;每单元增加了一篇阅读文章;加编了应用文(Applied Writing)部分。

修订后的《英语》更贴近教育部 2000 年颁布的《高职高专教育英语课程教学基本要求(试行)》,内容更简明,练习更有针对性,更加符合当前形势下的涉外实际需要。

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修 订 说 明

修订后的《英语》(高职高专版)(第二版)仍为4册,即《英语1~4》。供入学水平在800词左右的学生使用。其中第1~2册为初级教程,学习基础语法和常用交际词汇,累计词汇量达到2000词;第3~4册为中级教程,学完基础语法,累计词汇量达到3300词。

本教材以培养学生的实用涉外交际能力为主旨,围绕实用涉外交际话题编写,学完一个话题学生即能学会围绕该话题进行简短实用的英语口语和书面交际。修完1~4册即达到2000年教育部颁布的《高职高专教育英语课程教学基本要求(试行)》所提出的要求;学生修完第3册可参加“高等学校英语应用能力考试”的B级考试,修完第4册可参加A级考试。

修订后的教材依然为每册3本,即综合教程、教师参考书和配套学生练习册《英语综合练习》。

本书为教材的第2册,在第1册1350词的基础上再学习650个生词,并学习基础语法。本书共12个单元,每3个单元处理一个交际话题。第2册的4个话题分别为:Education(1~3单元);Tourist Information(4~6单元);Invitation(7~9单元);Giving Directions(10~12单元)。

本教材第1、2册为同一单元编排模式,即分为:1. Integrated Skills Development; 2. Applied Writing; 3. Pick Up Your Grammar; 4. Merry Learning; 5. Words & Phrases。其中 Integrated Skills Development 为单元重点,又分为对话听说和文章读听说写译综合训练。听说部分含2个对话和一个听力小段文,着重训练学生围绕交际话题进行模拟听说训练,培养初步的实际口头涉外交际能力。听说训练又是单元主体——文章读听说写译综合训练部分的引子,因为这一部分的核心话题也是本单元的交际话题。综合训练围绕2篇紧扣单元交际话题的文章展开。语言训练遵循“阅读理解”(Check your understanding)、“交际训练”(Learn to communicate)、“扩大语言积累”(Build up your language stock)和“独立阅读”(Extra reading)4个步骤进行。其中“交际训练”和“扩大语言积累”2部分又是核心,侧重培养学生通过学习实际使用和记忆掌握交际话题所涉及的语言手段(句型和词语)来积累提高实用英语交际能力。换句话说,本教程的核心指导思想是引导学生围绕交际话题进行语言表达(language production)训练。

修订后的教材还加编了应用文套写(Applied Writing)部分,提供了与单元交际话题相关的实用应用文。考虑到学生英语水平有限,故所选配的应用文都比较简单,便于模拟套写。

这次修订对语法部分作了必要的调整。考虑到本教材的编写目标是培养学生的实用英语交际能力,语法教学不是其核心部分,但学生又需要对一些基本语法规则进行必要的复习和补习,因此我们把语法调整为“语法复习”(Pick Up Your Grammar)练习,放在单元的最后,同时加编了语法附录,附在《英语综合练习》之后,学生可视个人需要有选择地进行复习。

这次修订还在每个单元后增加了词汇表，这样可保持单元训练内容的完整性。

以上说明是为了帮助使用本教材的老师 and 同学更全面地了解本教材的编写和修订思路，更好地发挥教材的长处，避开其短处。多年来本教材受到广大高职师生的欢迎和支持，我们十分欣慰能用一套实用英语教材为大家服务。这次修订后依然存在缺陷和不足，我们一如既往地欢迎大家的批评和指正。

本教材的修订由孔庆炎教授任总主编，第2册由姜怡和姜欣教授任主编，参加本册修订的有姜欣、姜怡、李秀英和蒋立真。

修订者
2005年10月

第一版前言

《英语》(高职高专版)系列教材是根据教育部2000年颁发的《高职高专英语课程教学基本要求》(以下简称《基本要求》)编写的,是“教育部高职高专规划教材”。本套教材的培养目标是培养学生在我国环境下使用英语进行涉外交际的能力。具体涉及四个方面:1.使学生掌握一定的英语基础知识和技能;2.使学生具有阅读和翻译有关业务英语资料的能力;3.训练学生进行简单的日常和涉外会话的初步能力;4.培养学生模拟套写简单信函等涉外业务应用文的能力。


本套教材由主教材《英语》1~4册、《英语综合练习》1~4册及《英语教师参考书》1~4册组成。每册学生用书均配有录音磁带。

《英语》

第一册为预备教材,词汇起点为800词,主要目的是帮助英语水平低于《基本要求》规定的学生,复习巩固中学阶段已学过的语音、语法、词汇,为进一步学习打下基础。为了便于初学者使用本书,书后附有基本语音知识、基本语法知识和基本词汇。

第二册的重点是简单句的基本语法归纳和复习,基本句式的听说读写译技能的训练,并注意把语言基本功训练与实际涉外活动结合起来,使学生从一开始就能贯彻学用结合,学一点、用一点的原则。

第三册和第四册在侧重阅读基本技能训练和语言应用能力提高的同时,继续进行听说读写译的综合训练,并引入涉外交际资料的阅读、翻译和套写训练,将读译写技能的培养作为教学重点,把培养学生实际使用英语去处理业务工作中的涉外交际活动的能力作为最终目标。

主教材每册书都加配了《英语多媒体学习课件》光盘,并将光盘中有关的内容用  标注在书中每课的相应部分,使学生能借助计算机辅助教学手段,学习光盘中提供的多媒体学习材料,加深对课文的理解,强化技能训练,欣赏英文歌曲等。该课件光盘共有4张,分别对应《英语》1~4册。每册的课件由六个模块组成:课文学习、语言技能、语法学习、词汇学习、考考测测和轻松一刻。课件具体内容详见附录。

《英语综合练习》

《英语综合练习》既与《英语》紧密配合,又不相互重复。与《英语》相比,《英语综合练习》遵循“自学、自练、自测”的原则,选材内容更简短、生动,训练方式与形式更灵活多样,并适时提供自测试题供学生检测自己的学习成果。考虑到学生自学的特点,听录音遍数不强求一致,学生可根据自己的实际需要多次播放;读译写部分以读懂理解为主,编配了少量练习以帮助学生扩大词汇和巩固语法。因此,同时使用这两套用书,会收到相得益彰的效果。

《英语教师参考书》

书中内容包括：教学目的与要求、背景资料、练习指导和补充练习、语法提示和练习、练习答案和参考译文等。此外，书中还编有 2 ~ 4 套自测试卷及其答案。

《英语 2》(高职高专版)总主编为大连理工大学外语系孔庆炎教授。由对外经济贸易大学黄震华教授担任主审。参加审稿工作的还有：中央电视大学刘黛琳副教授、教材发展研究所外语教学研究室刘援主任、北京邮电大学函授学院汪琛副教授、南京师范大学金陵女子学院于忠喜副教授。大连理工大学的美籍教师 Joel Kirkhart 审读了全书英文部分。编者在此一并表示深深谢意。

由于编写时间紧迫，经验不足，水平所限，不足与疏漏之处在所难免，恳切希望广大师生和读者批评指正。

编 者
2000 年 4 月

郑重声明

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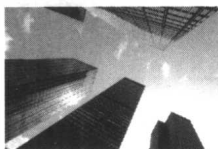
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The Education I Received



Integrated Skills Development

DIALOGUE



I Went to Yale University



(Dick Dylan is a new foreign teacher of English. Liu Lin, one of his Chinese students, is interested to know about the **education** he **received**.)

Liu Lin: Could you tell me what **university** you went to, Mr. Dylan?

Dick Dylan: I went to Yale University.

Liu Lin: Did you? What courses did you take there?

Dick Dylan: I did an M.A. in **philosophy**.

Liu Lin: How long did you study there?

Dick Dylan: Four years.

Liu Lin: When did you **graduate**?

Dick Dylan: I graduated in 1995.

Liu Lin: What did you do after that?

Dick Dylan: I went to Germany.

教育; 接受
大学

哲学

毕业

学院

Liu Lin: Germany? What did you do there?

Dick Dylan: I taught English to a group of German **college** students.

Liu Lin: How long did you stay there?

Dick Dylan: Only one year.

成立

宿舍

过得愉快

最喜爱的; 数学; 解决; 方法; 有某种倾向; 无用的

罢工
抗议

DIALOGUE

B

I Enjoyed My Time in North University

(Now Liu Lin is telling Dick Dylan about the education she received.)

Dick Dylan: Would you like to tell me what university you graduated from, Liu Lin?

Liu Lin: I graduated from North University in 2004.

Dick Dylan: How old is the university?

Liu Lin: It was **founded** in 1947.

Dick Dylan: How many students were there in the university?

Liu Lin: There were over 29 000 students.

Dick Dylan: Did you have any foreign students?

Liu Lin: Yes. Some came to do their first degrees and we had a lot of graduate students, too.

Dick Dylan: Did most of the students live on the university campus?

Liu Lin: Yes, we had **dormitories** for all the students. The college canteen served meals, too.Dick Dylan: Did you **enjoy your time** in the university?

Liu Lin: Yes, I did.

Passage

A

Caroline as a Teacher

Caroline's **favorite** subject at school was **math**: she enjoyed **solving** problems, and was interested in the teaching **methods**. But most of her friends **tended** to find math very difficult, and because they thought it was a **useless** subject, they saw no point in working at it. Math was, in fact, the least popular subject in Caroline's class.

During Caroline's last year at school, the teachers **went on strike** for two months to **protest** against the size of their classes (30 – 35 was typical). Each morning, Caroline

gave **private** math lessons to three of her friends, so that they would have a chance of **passing** their **examination**. She's **patient**, and good at explaining things to people, and the lessons went well. Caroline and her three friends all passed. They offered to pay her for the lessons, but she **refused**. She felt **sympathy** for the teachers' strike, and did not think it would be **fair** if she took money for doing their job.

私人的
通过; 考试; 耐心的

拒绝; 同情
合理的

Check your understanding

1 Complete the following table about Dick Dylan's activities in the past few years.

Years	Activities
1.	went to Yale University
2. In 1995	
3.	went to Germany

2 Are the following statements true (T) or false (F) according to Dialogue B?

- ☐ 1. North University was 50 years old when Liu Lin graduated.
- ☐ 2. There were nearly 9 000 students in North University.
- ☐ 3. There were only foreign graduate students in North University.
- ☐ 4. All the students in North University lived on the university campus.
- ☐ 5. Liu Lin had a good time in the university.

3 Give a brief answer to each of the following questions according to Passage A.

1. What was Caroline's favorite subject?
2. How did most of her friends feel about math?
3. Did they work hard at it? Why or why not?
4. What happened during Caroline's last year at school?
5. When did she give private math lessons to three of her classmates?
6. Why did she do so?
7. How did the lessons go? How do you know?
8. What did Caroline's friends offer her?
9. Did she accept the offer? Why or why not?

Learn to communicate

4 Here is a summary of the patterns and expressions often used for asking about somebody's education. Read them and try to remember them by heart.

1. What university did you go to? (I went to ... University.)

2. What university did you graduate from? (I graduated from ... University.)
3. When did you graduate? (I graduated in ...)
4. What was your major? (My major was ...)
5. What did you major in? (I majored in ...)
6. What course(s) did you take? (I took ...)
7. Which was your favorite subject? (... was my favorite subject.)
8. What kinds of exams were given? (There were written exams, oral exams.)
9. Did you take the TOEFL test? (Yes, I did. / No, I didn't.)

5 Complete the dialogue and do role play with your partner.

Wang Jing is a Chinese student who has just begun her study in California. She is talking to her teacher, Professor Hart now.

- Professor Hart: Good morning. Er ... Miss Wang, isn't it?
- Wang Jing: Yes, that's right.
- Professor Hart: When did you arrive in the country?
- Wang Jing: I've been here nearly three weeks now.
- Professor Hart: And do you like it here?
- Wang Jing: Yes, I love California. But I still have a few problems with the language.
- Professor Hart: Yes, of course. But you'll soon get over that. Now, could I ask you a few questions?
- Wang Jing: Yes, please.
- Professor Hart: Could you tell me 1) _____?
- Wang Jing: I went to Binhai University of Technology.
- Professor Hart: 2) _____?
- Wang Jing: I majored in computer science.
- Professor Hart: 3) _____ the teachers there?
- Wang Jing: They were very friendly and helpful.
- Professor Hart: 4) _____?
- Wang Jing: There were over 10 000 students in the university.
- Professor Hart: 5) _____?
- Wang Jing: I graduated in 2002.
- Professor Hart: I see.

6 Wu Li applied for the secretary's job in a foreign company in China. Now she is talking to the manager. Complete the dialogue with the words given in brackets.

- Manager: Would you tell me where you graduated from?
- Wu Li: 1) _____. (the City University)
- Manager: What was your major?

Wu Li: 2) _____. (English)
 Manager: 3) _____? (favorite subject)
 WuLi: Oral English.
 Manager: 4) _____? (other foreign languages)
 Wu Li: No, I can't speak any other foreign languages except English.

Build up your language stock

7 Fill in the blanks with the proper form of the following words or expressions given in the box.

course	graduate	no point in doing	popular	philosophy
method	enthusiastic	explain	patient	private

Yu Jia 1) _____ from the City University a year ago. She took many 2) _____ in the university, but her favorite subject was 3) _____. Many of her classmates saw 4) _____ working at it. It was, in fact, the least 5) _____ subject in Yu Jia's class. Yu Jia, however, was 6) _____ about the teaching 7) _____, and often had discussions with the teacher, who was 8) _____ and liked to 9) _____ things to her. She often gave 10) _____ lessons to her.

8 Translate the following sentences into Chinese or English.

- Which university did you graduate from?
- What courses did you take?
- How many students were there in your university?
- How were the teachers there?
- Could I ask you a few questions about the education you received?
- 我毕业于滨海大学。
- 我学的是历史专业。
- 我学过英语、历史、哲学和打字等课程。
- 你能告诉我你最喜欢的科目是什么吗?
- 学生们在学习中是否遇到过任何困难?

9 Read the following sentence patterns selected from Passage A, paying attention to the italicized parts and then translate sentences a, b and c.

- Math was, *in fact, the least* popular subject in Caroline's class.
 a. Kathy was, *in fact, the least* popular teacher in our college.