

山东省高职高专统编通用英语教材



New Times

College English

新时代 大学英语

教师用书 (第二册)

主编 栾述文 刘艳芹

中国石油大学出版社

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图书在版编目(CIP)数据

新时代大学英语. 教师用书. 第2册/栾述文, 刘艳芹主编.
东营: 中国石油大学出版社, 2005. 8

ISBN 7-5636-2045-1

I. 新... II. 栾... III. 英语—高等学校—教学
参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 035230 号

书 名: 新时代大学英语 II (教师用书)
主 编: 栾述文 刘艳芹

责任编辑: 徐 伟 王美霞
封面设计: 凌 波

出版者: 中国石油大学出版社 (山东 东营, 邮编 257061)
网 址: <http://www.hdpu.edu.cn/~upcpres>
电子信箱: erbians@mail.hdpu.edu.cn
印刷者: 青岛星球印刷有限公司
发 行 者: 中国石油大学出版社 (电话 0546-8391810)
开 本: 787×960 1/16 印张:12.875 字数:247 千字
版 次: 2005 年 9 月第 1 版第 1 次印刷
定 价: 19.80 元

新时代大学英语②

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Preface

前

言



教育部《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)指出, 高职高专非英语专业的公共英语课程经过180~220学时的教学, 使学生掌握一定的英语基础知识和技能, 具有一定的听、说、读、写、译的能力, 从而能借助词典阅读和翻译有关英语业务资料, 在涉外交际的日常活动和业务活动中进行简单的口头和书面交流, 并为今后进一步提高英语的交际能力打下基础。《新时代大学英语》(New Times College English)是一套按照主题教学模式而编写的教材。整套教材的听力、词汇和阅读等项目均依据国家教育部颁布的《基本要求》的各项规定及量化指标编写。

本教材在加强英语语言基础知识和基本技能训练的同时, 重视培养学生实际使用英语进行交际的能力。本教材共三册。每册由学生用书、教师用书和教学课件三部分组成。

学生用书每册包括读写和听说两部分, 分别有10个单元。

读写部分 每个单元有一个主题, 含同一主题的课文两篇(正副课文各一篇)。每单元由 Part I Learn to Communicate, Part II Text, Part III Grammar (第二册为 Translation, 第三册为 Writing), Part IV Fast Reading, Part V After-class Reading 等几部分组成。分别介绍如下:

Part I Learn to Communicate 给出了与单元主题相关的几个话题, 通过教师与学生、学生与学生之间的互动, 了解本单元主题知识, 激发学习兴趣, 导入课文的学习。

Part II Text 由课文、词表、注释和练习四部分组成。练习主要包括课文理解、词汇、结构等方面。

Part III Grammar 分10个专题主要讲述重难点的语法知识, 并附有一定数量的练习, 巩固所学到的知识。(第二册的 Translation 分10个专题主要讲述了英译汉

翻译方面的基本技能,第三册的Writing分10个专题介绍了英语写作方面的基本技能,并力求与一些涉外交际的日常活动和业务活动结合起来,如介绍了商贸书信、合同书、协议书、产品说明书、产品广告、保险业务、电子邮件等应用文体的翻译和写作技巧,最大程度地贯彻《基本要求》,实现高职高专的教学目标。)

Part IV Fast Reading 为限时阅读,是提高学生快速阅读能力的有效手段。

Part V After-class Reading 由课后阅读文章、词表和练习组成,进一步扩大词汇量和知识面,加深对主题语言的理解和把握。

听说部分 每单元围绕一个主题,旨在培养和提高学生的口头语言交际能力,主要包括下面几个部分:

Part A Listen, Repeat and Write (第三册为 Listen and Understand)

Part B Understand the Statements (第二册为 Understand the Short Conversations, 第三册为 Listen and Answer)

Part C Listen and Write (第二册为 Listen and Understand, 第三册为 Compound Dictation)

Part D Conversational Practice

Fun Time English Song, Movie

教师用书每单元由6部分组成:(1) Background Information (背景信息);(2) Brief Introduction (课文概要);(3) Text Structure Analysis (课文结构分析);(4) Language Points (语言点讲解);(5) Key to Exercises (练习答案);(6) Chinese Version (课文译文)。书后附有 Tape Script and Key (听力原文和答案)及与听力主题相关的注释。教师用书是与学生用书相应配套的教学指导用书,从目前教学实际出发,为教师提供了丰富翔实的教学资源,最大程度减轻了教师的备课工作量,具有较强的实用性。

为方便教学和学习者自学使用,教学课件提供光盘(CD-ROM)和录音带两种媒质,其内容包含了本教材学生用书和教师用书所有相关项目,不仅提供了高质量的单词和课文录音,还对《基本要求》中的大多数核心词汇进行了更为详细的讲解。光盘中还提供了若干英语原版电影的片断和英文歌曲,使学生在轻松愉快的气氛中感受纯正地道的英语。多媒体教学课件的同步推出顺应当前英语教学模式改革的趋势,促进教学观念的转化和教学手段的更新,推动教师课堂教学模式与学生课下自

主学习模式相结合，以此培养学生听说读写译的综合运用能力。

本书是在进行了大量的理论研究的基础上，根据多年来大学英语教学的实践经验和高职高专英语的实际情况编写的。读写部分第一册起点为1 600词，课文长度一般在450词左右，第二册的起点为2 000词，课文长度一般在550词左右，第三册的起点为2 500词，课文长度一般在650词左右。通过三册课文的学习及各项综合练习，词汇量可达到3 500词左右，基本上涵盖了《基本要求》上的所有词汇。

本教材选材新颖，课文绝大多数选自近几年出版的英美报刊书籍。题材多样，涉及到人文、地理、社科、自然科学等方方面面，所选文章具有时代性、知识性、趣味性和可思性。内容丰富、体系完整，包含了语法、翻译、写作等各项学习技能的讲解，循序渐进，从易到难，具有明显的梯度变化，练习形式活泼多样，能激发学生的学习兴趣。

本套教材由多所高校几十位多年从事大学英语教学、经验丰富、教学效果优秀的资深教授和一线骨干教师编写。全套书由臧金兰、栾述文、柳青军三位教授担纲总主编，并且分别担任第一、二、三册的主编。本册书由栾述文、刘艳芹主编，陈效新、杨芳、张淑芳、崔敏任副主编，参加编写的还有臧金兰、柳青军、马茂祥、杨敏、杨金蕊、隋志娟、张传强、刘素媛、冯潇、房历城、唐敬伟、李庆庆等。栾述文、刘艳芹对本书内容进行了审阅、修改、统编和定稿。全书承蒙美籍专家Sharon Griener 审阅。

本教材是山东省教育厅统编教材，主要供高职高专非英语专业的公共英语课程使用。本教材同时是山东省高职高专英语应用能力考试的配套教材。在本教材编写过程中得到山东省教育厅的关心和大力支持，得到了同行专家的指导和帮助。对此我们深表谢忱。同时，我们在编写过程中参考了众多报刊、书籍和有关网站的资料，在此一并向作者表示诚挚的谢意。

本教材中的疏漏或不当之处，恳请广大读者及同行专家赐教指正，以期进一步修改完善。

编者

2005年2月

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Education



Background Information >>>>

1. Education and Schooling

It is commonly believed that school is where people go to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this viewpoint is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere, whether in the shower or on the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can range from a revered(受到尊敬的) grandparent to the people debating politics on the radio, from a child to a distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with a stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take

exams, and so on. The slices of reality that are to be learned, whether they are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subjects being taught. For example, high school students know that they are not likely to find out in their classes the truth about political problems in their communities or what the newest techniques filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

2. Education in the United States

Most Americans start to go to school at the age of five when they enter kindergarten. Children do not really study at this time. They only attend for half the day and learn what school is like.

Children attend elementary school for the next six years. They learn to read and write and work with numbers. They also study the world and its people.

After they leave elementary school, children go to junior high school for three years and senior high school for another three years. This is called secondary education. In their secondary schooling, children get more advanced knowledge and begin to concentrate on their special interests. Some students prepare to go on to college or professional training while others take courses in vocational high schools.

Higher education is given in colleges and universities. The average course is four years. Students choose a "major" subject and take many courses in this subject. After four years, they get a bachelor's degree. Then the students may go on to graduate school and with a year or two of further study get a master's degree. After another year or two of study and research, they may get a still higher degree as doctor's degree. Higher education trains people to become teachers, engineers, dentists or do other professional work. Lawyers and doctors must go to school longer than four years.

Public schools in the United States are under the control of the individual states. Sometimes the state hands its control over to a smaller area, a county or city. Public schools are free to all boys and girls, but some parents prefer to send their children to private schools. Some private schools are connected with churches, and children receive religious instructions as well as their regular studies. Other private schools are not religious, but have small classes

and very good teachers so that parents think their children will get a better education there than in the large classes of the public schools. These private schools do not receive any tax money, so most of them must charge the students a lot to pay for the cost of the school.

3. Higher Education Learning Styles in Britain

Traditionally, teaching and learning in UK higher education takes place through lectures. The most familiar type of lecture is the formal presentation, where the lecturer stands at the front of a theatre or classroom and gives a talk on a topic which has been selected in advance. The presentation usually lasts about 45 minutes and students are expected to take notes and ask questions at the end. In recent years, however, lectures have become much more interactive. Instead of the usual monologue which ends with questions, lecturers at many British universities now expect students to play a much more active role in their learning. During interactive or informal lectures, students are allowed to interrupt with questions or ask the lecturer to explain points that they do not understand. The lecturer may also decide to set short group discussion tasks and then ask for feedback from each group.

In addition to lectures, many departments also expect students to attend compulsory classes. Whereas a lecture in a large school or faculty may be attended by as many as 80 or 100 students, classes tend to be smaller — usually between 6 and 25 students — and therefore more informal. The aim of a class is to give students the opportunity to take part in debate and discussion, which are key aspects of British academic life.

The third and final learning situation — which is becoming less common — is the individual tutorial(英国大学的个别指导时间). In a tutorial, a student has a one-to-one discussion with a lecturer. This often relates to course work which has yet to be submitted, or a completed piece of work which has already been assessed. Unlike lectures and classes, the topic of a tutorial is chosen by the student, not the lecturer.

II Brief Introduction >>>>

We have all heard stories of a self-made person who, with very little formal education, has made a great success of life. But at the same time, many others build

a lifetime of creativity based on formal training and education. So what's a university education for on earth? Is it for employment or getting a job only, for equipping a person to be a creative contributor to society mainly in the discipline of their programme studies, or for anything else? The passage will offer us the information concerned.

III Text Structure Analysis >>>>

The passage can be divided into three parts:

Part One (Para. 1~3): People can become successful no matter whether they have formal education or not.

Part Two (Para. 4): There's no direct correlation between success and educational attainment.

Part Three (Para. 5): There are many things that we can expect from a university education.

IV Language Points >>>>

1. All people are intelligent to a greater or lesser degree and have the potential to contribute positively to society. (Para. 1, L. 1~2) 世界上每一个人都或多或少地具有某些聪明才智,并且有为社会作出积极贡献的潜力。

intelligent *a.* having or showing intelligence 聪明的;明智的
an *intelligent* decision 明智的决定

A dolphin is an *intelligent* animal. 海豚是有智力的动物。

intelligence *n.*

- 1) 智力,智慧

an *intelligence* test 智力测验

intelligence quotient(略作 I. Q.) 智商

- 2) 情报,消息

have secret *intelligence* of the enemy's plans 获得敌方计划的秘密情报

to a ... *degree* 在……程度上

We can believe his story *to a certain degree*. 他的话我们多多少少可相信一点。

To what degree are you interested in art? 你对艺术的兴趣达到何种程度?

potential

n. (the degree of) possibility for developing or being developed 潜能, 潜力

a novelist with great *potential* 很有潜力的小说家

The boy has acting *potential*, but he needs training.

那小男孩有演戏的潜力, 但需要训练。

a. not at present active or developed, but able to become so 潜在的, 可能的

The hole in the road is a *potential* danger. 路上的那个坑是个潜在的危险。

contribute *v.*

1) have a share in; help to bring about 有助于

The exchange of goodwill missions greatly *contribute* to/towards a better understanding between the two countries.

互派友好代表团大大有助于两国的相互了解。

2) give (ideas, suggestions, etc.) 贡献

contribute one's share 贡献自己应尽的一份力量

Song dynasty *contributed* three inventions to world civilization.

宋朝有三大发明对世界文明做出了贡献。

3) join with others in giving (money, help, etc. to a common cause) 捐献, 捐助

They *contribute* food and clothing for the refugees. 他们为难民捐赠食品和衣服。

He *contributed* \$5 to the charity every payday.

每到发工资那天, 他都向慈善团体捐5美元。

4) write (article, etc.) and send in 投稿

contribute a poem to a newspaper 向报社投一篇诗稿

contribution *n.* 贡献(物); 捐献(物)

contributor *n.* 贡献者; 捐助者; 投稿人

positively *ad.* in a positive way, esp. with or as if with certainty 积极地; 肯定地

It's positively the best movie I've ever seen. 那肯定是我看过的最好的电影。

positive *a.* 确实的; 积极的; 正极的

2. In many cases the simple measure of success is personal wealth, but whatever the measure they are perceived as being successful in their lifetime. (Para. 2, L. 2~4) 在许多情况下, 衡量一个人成功与否的简单标准就是这个人的个人财富, 但不管标准如何(用什么标准来衡量), 他们都被认为是成功的。

in many cases: in many conditions, under many circumstances 在很多情况下

In many cases regulations alone will not work.



在很多情况下单靠规定还不行。

measure *n.*

1) standard(判断、评价等的)尺度,基准

Wealth is not always the *measure* of success. 财富往往不足以衡量成功与否。

2) (*pl.*) an action taken to gain a certain end [复]措施,办法

The government has promised to take *measures* to help the unemployed. 政府已答应采取措施来帮助失业者。

perceive *vt.*

1) grasp mentally; observe 认识到;理解

I *perceived* him (to be) an earnest student. / I perceived that he was an earnest student. 我看出他是认真的学生。

She will soon *perceive* that what I said is true.

她将很快了解我所说的话是真实的。

2) become aware of sth. through sight, hearing, touch, taste or smell 觉察,感知

He *perceived* the fine difference between the two colors.

他察觉到那两种颜色的细微差异。

3. Leonardo da Vinci, who was a great painter and technological inventor, was also a pioneer in human anatomy, not because he was interested in medical education, but because he felt that to draw the human form well he needed to know what was under the skin. (Para. 2, L. 8~11) 莱昂那多·达·芬奇不仅是一名伟大的画家和发明家,还是人体解剖学领域的先驱,但这并不是因为他对医学感兴趣,而是因为他认识到要想准确地描绘人体就必须了解人体的结构。

not because... but because... 不是因为……,而是因为……

He became successful, *not because* he was lucky, *but because* he worked hard. 他成功了,不是因为他运气好,而是因为他努力。

technological *a.* pertaining to or involving technology 技术(学)的;工艺(学)的
a *technological* process 工艺过程

a *technological* break-through (revolution) 技术突破(革命)

technology *n.* 工业技术;工艺学

pioneer *n.* a person who does sth. first and so prepares the way for others 先驱;开拓者

Henry Ford was a *pioneer* in the auto industry. 亨利·福特是汽车工业的先驱。

4. communication (Para. 3, L. 2) *n.*

1) communicating 交流;传达;通讯

One of man's most important methods of *communication* is speech.

人类最重要的交流方法之一就是语言。

Radio and television are important means of *communication*.

广播和电视是重要的通讯手段。

2) (*pl.*) means of communicating; roads, railways, telephone or telegraph

lines connecting place, radio and TV [复]通讯系统;交通工具

mass *communications* media 大众通讯媒介

communications satellite 通讯卫星

road *communications* 公路交通

communicate *v.*

1) 交流;通讯

Sometimes it's hard for young people to *communicate with* their parents.

有时候年轻人很难与他们的父母沟通。

2) 传达,传送;传播

He couldn't *communicate* his ideas clearly to the audience.

他不能清楚地向听众表达他的思想。

You can easily *communicate* your cold to other people.

你的感冒很容易传染给别人。

5. In a sense one of his technological contributions was the development of his own, so characteristic "yellow", which made paintings like *The Sunflowers* so special. (Para. 3, L. 3~5) 从某种意义上说,他对绘画技术的一大贡献就是他对“黄色”的发展,正是这种有特色的“黄色”使他的诸如《向日葵》这样的作品独树一帜。

Meaning: In a sense one of his technological contributions was his development of the yellow color and it was so characteristic that it made his paintings like *The Sunflowers* so special.

in a sense: to some extent or to some degree 在某种程度上,从某种意义上来说
I think he may be right *in a sense*. 我认为从某种意义上讲他是正确的。

In a sense protecting the wild animals means protecting ourselves.

从某种意义上来说,保护野生动物就是保护我们人类自己。

characteristic

a. typical and special 特殊的,独特的

His story is so *characteristic* that no one else can imitate it.

他的小说非常独特,任何人都模仿不了。

This kind of weather is *characteristic of* the tropics.

这种天气是热带地区所特有的。

n. a special quality of sb. or sth. 特性,特征

the *characteristics* of the present situation 目前形势的特点

Ambition is a *characteristic* of all successful businessmen.

有雄心是所有成功的商人都具有的一个特点。

character n.

1) 特性;特征

the *character* of the desert areas of North Africa 北非沙漠地区之特质

2) 性格;品质

He is a man of noble *character*. 他是个品格高尚的人。

3) 知名人士;人物;角色

The *characters* in his books are interesting. 他书中的人物很有意思。

4) a sign used for representing a word in writing (书写或印刷)符号;(汉)字符

Chinese *characters* 汉字

6. However, this approach works only for the few innately creative people, with the rest of us needing help to become creative. (Para. 4, L. 5~7) 然而,这种方法仅适用于少数天生具有创造性的人,而我们其他人则需要帮助。

work for: apply to; be true of 适用于

This is a good idea, but it may not *work for* the children.

这是个好的想法,但或许不适用于孩子们。

with+名词+现在分词:独立主格结构(介词 with 可以省略,而名词后除了可以跟现在分词以外,还可以跟形容词、介词短语、过去分词、动词不定式等形式,通常在句中起状语从句的作用。)

I won't be able to go on holiday with my mother being ill.

我母亲病了,因此我不能去度假了。

With a lot of work to do, they decided to stay at home.

因为有大量的工作要做,他们决定呆在家里。

(With) Everything taken into consideration, his plan seems to be better.

把所有的因素考虑在内,他的计划看起来就好多了。

(With) The meeting (being) over, people went out of the hall one by one.

会议结束后,人们一个接一个地走出大厅。

7. Truly gifted people have intuitions and insights, which mirror and may substitute for a formal education in a particular discipline. (Para. 4, L. 7~9) 真正有天赋的人具有某些直觉和洞察力, 而这些直觉和洞察力能够反映和替代某些特定学科的正规教育。

substitute

v. use or put in the place of another 代替; 接替

We should never *substitute* our personal interests for those of the masses.
我们决不能以个人的利益来取代群众的利益。

Mr. Smith *substituted for* the teacher of English who was in hospital.
史密斯先生代替生病住院的英语老师。

n. a person or thing that takes the place or function of another 代替者; 代用品

Honey can be used as a *substitute for* sugar. 蜂蜜可用来作为糖的代用品。

discipline

n. 1) branch of knowledge; subject of instruction 学科; 科目

such traditional *disciplines* as history, literature and political science 历史、文学及政治学等传统学科

2) systematic training, esp. the training of the mind or character 训练, 训导

the *discipline* of adversity 逆境的磨炼

3) order kept among school pupils, soldiers, etc. 纪律, 风纪

They are subject to rigid *discipline*. 他们受到严格纪律的约束。

vt. train and control the mind and character of 训练, 训导

Revolutionaries must *discipline* themselves. 革命者必须锻炼自己。

8. Seeking any simple direct correlation between educational attainment and success therefore, however measured, is difficult. (Para. 4, L. 14~15) 不管用什么标准来衡量成功, 我们都很难在一个人的教育程度和成功之间找到一种简单的直接的联系。

seek *v.*

1) try to find sth. 寻找

seek shelter from the rain 寻找避雨的地方

They moved to the city to *seek* jobs. 他们到城里找工作。

2) try to obtain, ask or do sth. 探索; 追求

seek a solution 探索解决办法

They have been working for years to *seek* peace. 他们为寻求和平而工作多年。