

全 国 高 职 高 专 英 语 教 材

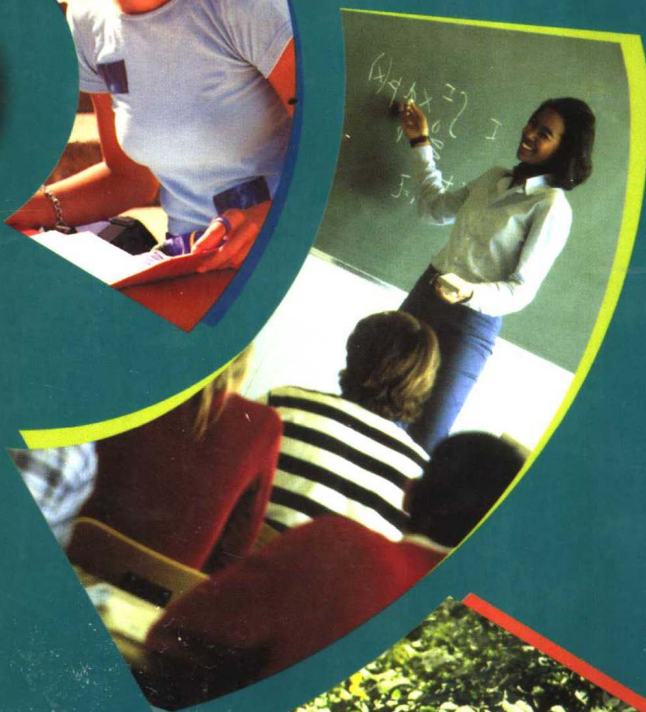
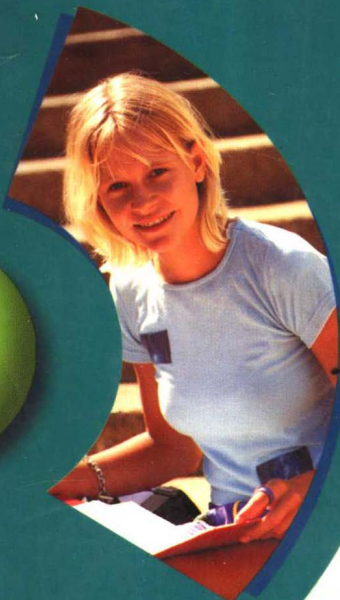
NEW HORIZON ENGLISH COURSE

新视野英语教程

读写教程

总主编：郑树棠 周国强

2



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前言



简介.....

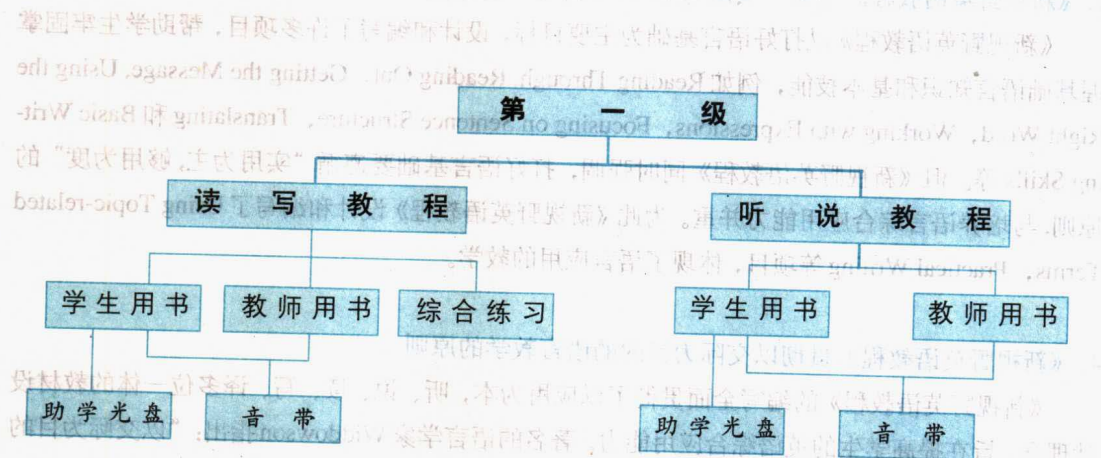
《新视野英语教程》按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)编写而成,是一套专供全国高职高专院校使用的英语教材。它体现了《基本要求》提出的教学目的,覆盖了所要求掌握的实用英语语言知识和交际技能,突出了“实用为主”的原则。

《新视野英语教程》是一套完整的系列教材,由两条主线、三种载体、四个级别构成。《新视野英语教程》有《读写教程》和《听说教程》两条主线:《读写教程》由学生用书、教师用书和《综合练习》组成,《听说教程》由学生用书和教师用书组成,《新视野英语教程》是由课本、音带和光盘三种载体构成的立体化教学资源;《新视野英语教程》从1级到4级,由浅入深构成一套完整的系列教材。

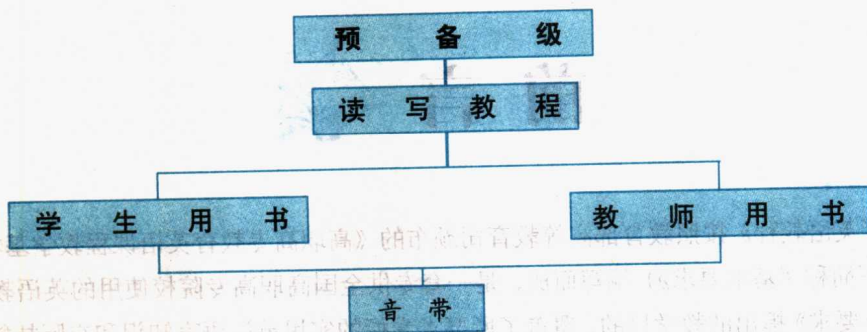
鉴于高职高专学生入学时英语水平参差不齐,《新视野英语教程》的教学要求分为A、B两级,以利于实行分类指导和分级教学。《新视野英语教程》还专门编有预备级教程,可供入学时起点较低的学生使用。

在《新视野英语教程》编写过程中,编者曾在全国多所高职高专院校组织了多次访谈,收集、整理和分析了多位高职高专院校英语教师的意见,在此基础上几易其稿,最后制定了编写提纲和重点。全国十多所大学,包括专门从事高职高专教学的院校在内的几十名资深教授和中青年骨干教师参与了《新视野英语教程》的编写和制作。参加《新视野英语教程》编写的作者都是长期从事英语教学和研究的教师,熟悉高职高专的英语教学实际,了解学生的英语水平和需求,保证了教材编写与高职高专层次的英语教学规律紧密结合。

结构.....



* 第二、三、四级同第一级结构



编写特色

1. 《新视野英语教程》提供立体化教学资源

《新视野英语教程》提供由课本、音带和光盘三种载体构成的立体化教学资源。为学生提供多媒体助学光盘，有利于发挥学生自主学习的积极性，提供个性化学习的空间，促进教学模式的转变。使用《新视野英语教程》的院校、教师和学生可根据自身条件选择不同的组合。可供选择的方式有：课本、音带组合的传统教学方式；课本、光盘组合的计算机辅助教学方式。第二种方式适用于提供计算机的院校或有条件使用计算机的学生。

2. 《新视野英语教程》贯彻分类指导、因材施教的原则

全国高职高专院校的情况千差万别，学校类型有明显不同，办学条件、师资力量和学生入学水平也各不相同，即使在同一学校内学生的入学水平也有很大差别。使用《新视野英语教程》，不同层次的学校可以根据《高职高专教育英语课程教学基本要求》（试行）的总体要求，在教学安排中明确各自的目标，实事求是，因材施教，实现分类指导和分级教学。对于入学时英语水平较低的学生，可从预备级开始学习，先达到B级要求，再进一步达到A级要求；对于入学时英语水平较高的学生，可直接达到A级要求，并可进一步转入与专业相关的英语课程。

3. 《新视野英语教程》遵循“实用为主，够用为度”的原则

《新视野英语教程》以打好语言基础为主要目标，设计和编写了许多项目，帮助学生牢固掌握基础语言知识和基本技能，例如 Reading Through, Reading Out, Getting the Message, Using the Right Word, Working with Expressions, Focusing on Sentence Structure, Translating 和 Basic Writing Skills 等。但《新视野英语教程》同时强调，打好语言基础要遵循“实用为主，够用为度”的原则，与培养语言综合能力并重。为此《新视野英语教程》设计和编写了 Using Topic-related Terms, Practical Writing 等项目，体现了语言应用的教学。

4. 《新视野英语教程》贯彻以交际为目的的语言教学的原则

《新视野英语教程》的编写全面贯彻了以应用为本，听、说、读、写、译多位一体的教材设计理念，旨在提高学生的英语综合能力。著名的语言学家 Widdowson 指出：“以交际为目的的语言教学要求一种教学方法，把语言技能和交际能力结合在一起。”《新视野英语教程》在加强基础语言知识传授和基本技能训练的同时，重视培养学生用英语进行交际的实用能力。其主干

教材《读写教程》与《听说教程》在语言技能和交际能力上紧密联系，听、说、读、写、译5种技能互为铺垫，相辅相成，以全面培养学生综合应用能力为目的。

5. 《新视野英语教程》将语言教学理论应用于教学实践和教材设计中

根据第二语言或外语习得理论，阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题。课文过长，会造成课堂教学操作上的困难；文章过于短小，会使生词相对集中，生词量过多，造成学生理解上的困难，挫伤其阅读积极性。《新视野英语教程》对阅读课文的长度有适当的控制，如《读写教程》第一级的课文词数一般在350~400左右，第二级的课文词数在400~500左右，第三、四级的课文词数则控制在500~600左右。每篇课文出现的生词数量控制在课文总词量的5%至7%左右。

光盘介绍·····

《新视野英语教程》助学光盘与课本相配套，为学生课堂学习之外的自主学习提供辅导和帮助。光盘界面设计亲切，条理清晰。内容不仅与课本紧密结合，而且适当增加了课外学习、娱乐的内容。光盘运用先进的科学技术将英语的听、说、读、写、译有机地融为一体，实现人机互动，更好地辅助学生进行自主学习。

读写教程助学光盘与课本配套，由10个单元构成，每单元包括课文录音、译文、语言点讲解、生词讲解、背景知识、实用写作、练习题等。在课文学习中可以实现单句、单段及全文录音播放。语言点与生词讲解内容充实，例句丰富。阅读技能与实用写作部分运用flash技术，形式生动直观。练习题类型多样，操作方便，与课本相辅相成。

听说教程助学光盘与每级课本配套，包括10个单元的学习内容。在语音学习部分，设计有辨音练习、跟读练习、录音功能等，帮助学生把握好每一个语音，为日后的英语学习打下坚实基础。听力部分以试题形式进行训练，设计有判卷功能，学生做完练习后马上可以知道得分，从而评估出自己的听力水平，进一步进行训练。在口语学习部分，设计有跟读、角色扮演等功能，学生可以先进行模仿，然后进入情景会话练习。此外，助学光盘还安排有英文歌曲、幽默故事等内容，让学生在轻松的氛围中圆满完成一个单元的学习。

编写队伍·····

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编写说明



《新视野英语教程：读写教程》每级 10 个单元，每单元由 Section A、Section B 和 Section C 组成。Section A 与 Section B 各包含一篇课文及相关练习，Section C 为实用写作训练。

《新视野英语教程：读写教程》每单元围绕一个主题进行选材和编写。所选的主题均贴近学生生活，关注时代热点，反映时代节奏，具有一定深意。每单元的两篇选文语言地道、规范。课后练习的编写紧扣课文内容，包括词汇、语法、翻译、写作、阅读技能、完形填空等项，既注重各项能力训练之间的衔接和互补，也注重篇章层次上的一体化技能培训。

《新视野英语教程：读写教程》中包括 Basic Writing Skills 和 Practical Writing。Basic Writing Skills 编在 Section A 中，旨在巩固学生的语法知识，提高学生的基本写作能力。Practical Writing 单独列为 Section C，目的在于培养学生阅读、写作和翻译应用文的能力，内容包括表格、名片、贺卡、简历、信函、广告、公告及产品介绍等。

《新视野英语教程：读写教程》编有 1~4 级，配有教师用书及学生助学光盘，对入学时英语水平较低的学生还提供预备级教材。

本书为《新视野英语教程：读写教程》第二级，共 10 个单元，供第二学期使用。每单元的基本内容是：

1. 话题导入和探索（配有练习，引导学生积极参与本单元的话题讨论）；
2. 课文 A；
3. 练习（针对课文 A 的阅读理解、词汇、短语、句型、句子翻译的练习，以及针对活学活用和基本写作技能的练习）；
4. 课文 B；
5. 练习（针对课文 B 的阅读理解、词汇、短语的练习）；
6. 实用写作部分（练习如何填注册表或登记表、写名片、出告示等）。

《新视野英语教程：读写教程》第二级总主编为郑树棠和周国强。第二级主编为吴勇，副主编为柳青军。参加编写的人员有王哲希、杨小虎、叶菊仙、赵晓红、李小蓓、朱务诚、罗淑兰、程珊等。此外，刘兴华、唐玲、姜玉宇为本书的编写做了大量的辅助工作。

《新视野英语教程：读写教程》第二级由周国强、加拿大籍教师 Jill Maxine Bonnell 和美籍教师 Earnestine Bruce 审订。

编者

2004 年 3 月

Unit

1

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LEADING IN AND EXPLORING THE TOPIC

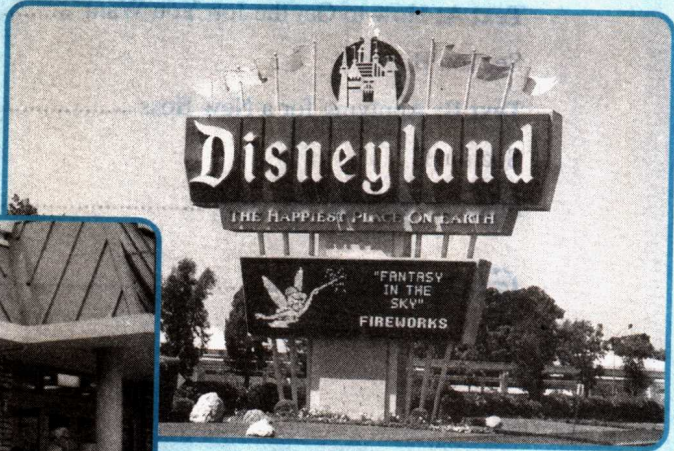
Topic: Symbols of Culture



Leading In

Introduction to the Topic

Buildings can be symbols of culture — places where history has occurred. To some people, history is not important. But when a historic building is about to be destroyed, people react. The following story shows an example of what can happen when a symbol of culture is about to be torn down.



Exploring

McDonald's is the world's leading fast food service retailer (零售商). So far, it has more than 30,000 restaurants in 119 countries serving 46 million customers each day. Nowadays, not only McDonald's but also some other fast food restaurants are getting more and more popular. Why is it so? Let's do a survey among the students.

Please notice that the following questions are open-ended with no right or wrong answers. You should work in pairs and ask each other the questions, while checking (✓) the answers and/or providing your own in the blanks.



What's your favorite fast food restaurant?



My favorite:

- McDonald's
 - KFC (Kentucky Fried Chicken)
 - Pizza Hut
-

My classmate's favorite:

- McDonald's
 - KFC (Kentucky Fried Chicken)
 - Pizza Hut
-



Why do you think many Chinese people like to go to McDonald's or KFC?

My opinion:

- Food is served fast and thus time is saved.
 - The food there is great.
 - The food is clean.
 - It is cheap.
 - It is different from a Chinese restaurant and gives a foreign feeling.
 - One can learn something about American culture.
-

My classmate's opinion:

- Food is served fast and thus time is saved.
 - The food there is great.
 - The food is clean.
 - It is cheap.
 - It is different from a Chinese restaurant and gives a foreign feeling.
 - One can learn something about American culture.
-

Section A

READING THROUGH

Text A

The First McDonald's Restaurant

1 Even though the first McDonald's restaurant sold only hamburgers and French **fries**, it still became a cultural symbol. Now, in the **Southern** California city of Downey, people are trying to save the first McDonald's restaurant in history. McDonald's, though, says the building should be torn down.

2 Built in 1953, the restaurant in Downey, California, is the oldest of all the **Golden Arches** in America, and has the earliest McDonald's building design.

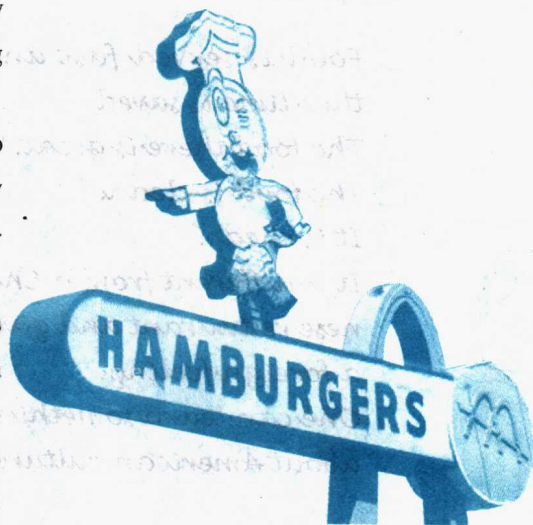
3 Many people have good memories of that old McDonald's. These people are angry that the building is now in **danger** of being **destroyed**, along with their memories.

4 McDonald's explains that the building was **damaged** in an **earthquake**, and therefore needs to be torn down. Many people in the town of Downey don't agree with this line of thinking, though.

5 One woman says, "I think it's terrible. They are using the earthquake as an excuse. It's a big lie."

6 Another Downey **resident** remarks, "I am so upset. They don't respect the **public** at all. They haven't even tried. They could do some small repairs and make it a good restaurant again."

7 McDonald's managers say the restaurant is losing money at that **location**. There is no room for a drive-thru window, or for seating inside. After the earthquake, they say it was impossible to fix. The managers want to build a copy of this



注：本书课文中出现的黑色粗体均为B级词汇，如 **southern**；彩色粗体为A级词汇，如 **resident**；彩色斜体为超纲词汇，如 *arches*。



building at another location instead.

8 Building **inspectors**, on the other hand, say that the **structure** can be repaired, but that it will be expensive. Many people say that McDonald's can certainly **afford** to pay that **amount**. Some think that McDonald's real reason for wanting to close down the restaurant has nothing to do with money.

9 Modern McDonald's restaurants often have a sign **claiming** that a man named Ray Kroc opened the first McDonald's restaurant in Illinois in 1955. The truth, however, is that Mr. Kroc **actually** learned the fast food business from Dick and Mac McDonald in Downey. Later, Mr. Kroc bought their restaurants. Thus, many people in Downey think McDonald's is trying to change history, though the company **denies** this.

10 To **local** historians, this **explanation** makes total sense. One historian said, "We should not rewrite the past. Ray Kroc did not invent McDonald's. The McDonald brothers did."

11 These days, a group of historians want the building to be added to the National **Register** of Historic Places so that the city of Downey will be able to stop McDonald's from tearing the building down. The McDonald's managers are very angry, and have **abandoned** the structure.

12 Everyone hopes that the McDonald's managers and the people of Downey will soon find **peace**. The building is still there, but **boards** cover the windows. Even so, people drive by to remember their McDonald's, taking pictures of a moment in history before it gets taken away.

(Words: 468)



New Words

fry /fraɪ/	n.	(usually plural)(also French fries) 炸薯条
(chips BrE)	v.	炸; 煎
southern /'sʌðən/	adj.	南方的, 属于南方的
golden /'gəʊldən/	adj.	1. 金色的; 闪金光的 2. 金制的
#arch /ɑ:tʃ/	n.	[C] 圆拱; 拱形物
danger /'deɪndʒə(r)/	n.	[U] 危险
destroy /dɪ'strɔɪ/	vt.	破坏; 毁坏
damage /'dæmɪdʒ/	vt.	毁坏; 损害
	n.	[U] 毁坏; 损害
earthquake /'ɜ:kweɪk/	n.	[C] 地震
*resident /'rezɪdənt/	n.	[C] 居民; 定居者
	adj.	居住 (在某地) 的
public /'pʌblɪk/	n.	(the ~) 公众; 大众; 民众
	adj.	1. 公共的; 公用的 2. 公众 (事务) 的
location /lə(ʊ)'keɪʃən/	n.	[C] 位置; 场所
inspector /ɪn'spektə(r)/	n.	[C] 检查员; 督察员
structure /'strʌktʃə(r)/	n.	1. [C] 建筑物; 结构物 2. [U] 结构; 构造
afford /ə'fɔ:d/	vt.	(通常与 can, could, be able to 连用) 买得起; 担负得起
amount /ə'maʊnt/	n.	[C; U] 数额; 数量; 总数
	vi.	(~ to) (数量上) 达到, (意义上) 等于
claim /kleɪm/	v.	1. 声称; 断言; 宣称 2. 对……提出要求; 索取
actually /'æktʃʊəli/	adv.	实际上
deny /dɪ'naɪ/	vt.	否认; 不承认
local /'ləʊkəl/	adj.	当地的; 地方性的
explanation /,eksplə'neɪʃən/	n.	[C; U] 解释; 说明
register /'redʒɪstə(r)/	n.	[C] 登记 (簿); 注册 (簿)
	vt.	登记; 注册
*abandon /ə'bændən/	vt.	放弃; 中止

注: 无标记的代表 B 级词汇, *代表 A 级词汇, #代表超纲词汇。



peace /pi:s/

n. 1. [singular; U] 和平 (时期); 和平共处

2. [U] 安心; 平静

board /bɔ:d/

n. 1. [C] 长形木板

2. [C] 委员会; 董事会; (官方的) 部; 局

vt. 登上 (船或其他公共交通工具)

Phrases and Expressions

tear down

推倒 (尤指建筑物); 拆毁

in danger of

处于……危险之中

agree with

意见 (感觉, 目的) 一致; 同意

line of thinking/thought

思路; 想法

afford to do

花得起; 有能力去做 (某事); 承担得起

close down

(使) 停业

have nothing to do with

与……毫无关系

make sense

有道理

stop...from

阻止

even so

尽管如此

take away

带走; 拿走; 拆毁 (旧物)

Proper Names

McDonald's /mæk'dɒnəldz/

麦当劳 (美国一快餐连锁店)

California /,kæli'fɔ:njə/

加利福尼亚州 (美国西海岸州名)

Downey /'dauni/

唐尼 (加州南部城市)

Golden Arches

双拱形金色标志 (麦当劳标志)

Ray Kroc /'rei 'krɒk/

雷·克罗克 (麦当劳连锁店创始人)

Illinois /,ɪlɪ'nɔɪ(z)/

伊利诺伊州 (美国州名)

Dick McDonald

迪克·麦当劳 (第一家麦当劳的创始人之一)

Mac McDonald

麦克·麦当劳 (第一家麦当劳的创始人之一)

The National Register of Historic Places

国家历史文物保护单位名册 (美国)

生词总量	B级词汇	A级词汇	超纲词汇	课文词数	占课文的比率
24	21	2	1	468	5.12%

EXERCISES

Reading Out



Fill in the blanks without referring to the original text. Then check your answers against the original. After that, read the passage aloud until you can say it from memory.

Everyone hopes that the McDonald's managers and the people of Downey will soon find
 1 _____. The building is still there, 2 _____ boards cover the windows. 3 _____,
 people drive 4 _____ to remember their McDonald's, 5 _____ pictures of a moment
 6 _____ history before it gets taken away.

Getting the Message

Read the questions and complete the answers according to the text.

1. Where and when was the first McDonald's built?

It was built in _____ in _____.

2. Why does McDonald's want to tear down the restaurant?

Because _____.

3. Why do some people want to save the first McDonald's?

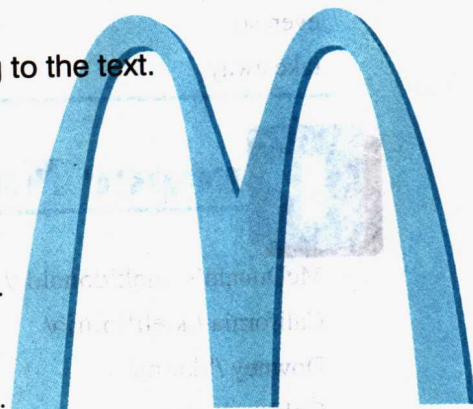
Because _____.

4. According to the local historians, what is McDonald's real purpose to tear down the restaurant?

They believe that McDonald's real purpose is to _____.

5. What is the author's purpose of writing this article?

His purpose is to _____.





Using the Right Word

Fill in the blanks with the words given below. Change the form where necessary. There are more words in the list than you need.

damage deny public inspect actually
location structure claim register amount

1. Bees (蜜蜂) communicate by dancing: for example, they do a kind of dance to tell other bees about the _____ of flowers.
2. It was said that Nancy was going to marry a rich Englishman, but she _____ it.
3. We need a huge _____ of money to build a new high school for the children in this area.
4. Since you broke the window, you should pay for the _____.
5. People who fish and sail sometimes _____ to have seen strange animals in the sea.
6. He looks young, but _____ he is much the elder of the two.
7. The guard walked through the train _____ everyone's ticket.
8. The new smart _____ could be very expensive to build. However, they would be less likely to be damaged during earthquakes.

Working with Expressions

Fill in each of the blanks in the following sentences with a suitable preposition or adverb.

1. People who smoke are _____ danger of developing lung (肺) disease from heavy smoking.
2. The matter has nothing to do _____ him; he was just doing his job.
3. If you are interested in this line _____ thinking, please read this book for more details.
4. We should try our best to stop young people _____ smoking.
5. The factory closed _____ and she lost her job.
6. These books are for reading in the library, and may not be taken _____.
7. I definitely agree _____ you that young girls shouldn't wear that much makeup (化妆品).
8. They're tearing _____ these old houses to put up a new office building.