

教育部高等职业教育基础课规划教材

实用创新英语 (2)

● 中国高等教育学会 组编

● 张华志 主编

HIGHER VOCATIONAL EDUCATION

 科学出版社
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北 京

内 容 简 介

本书是以中华人民共和国教育部发布的《中等职业教育国家规划教材申报、立项及管理意见》和《高职高专教育英语课程教学基本要求》为指导,以“实用为主、够用为度、应用为目的”的原则而编写的教材,重在培养学生的语言运用能力、交际能力和写作能力,实用性较强。

本书共有 24 个单元,每单元分为听力、口语、阅读、语法、写作和练习等几个部分,每 5 个单元之后设一个复习单元,通过归纳与总结,巩固提高学生所学。

本书适合高职高专与中等职业学校(高起点)非英语专业学生使用,也可作为其他职业培训的参考教材。

图书在版编目(CIP)数据

实用创新英语(2)/中国高等教育学会组编,张华志主编.—北京:科学出版社,2005

(教育部高等职业教育基础课规划教材)

ISBN 7-03-016096-7

I.实… II.①中…②张… 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(2005)第 089696 号

责任编辑:李振格 丁 波/责任校对:都 岚

责任印制:吕春珉/封面设计:东方人华平面设计部

科学出版社 出版

北京东黄城根北街 16 号

邮政编码:100717

<http://www.sciencep.com>

铭浩彩色印装有限公司印刷

科学出版社发行

各地新华书店经销

*

2005 年 8 月第 一 版

开本:787×1092 1/16

2005 年 8 月第一次印刷

印张:19 1/4

印数:1—8 700

字数:431 000

定价:28.00 元

(如有印装质量问题,我社负责调换<环伟>)

销售部门电话 010-62136131

编辑部电话 010-62138978-8205 (VE06)

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序 言

当代,高等职业教育受到世界各国的普遍重视,我国的经济建设也越来越凸现出对技术应用型和高技能人才的需求。为此,我国将发展高等职业教育作为实现我国优化人才结构,促进人才合理分布,推动经济建设的战略措施。为满足社会对技术应用型和高技能人才的需求,我国的高等职业教育近几年实现了跨越式发展,其院校数量已占全国普通高等院校总数的 60.5%,招生人数占全国普通高等院校招生人数的 53.1%,在校生占全国普通高等院校在校生的 44.7%,基本形成了每个市(地)至少设置一所高等职业技术学院的格局。

从高等职业教育的办学规模不难看出,高等职业教育已经成为与地方经济发展密切相关的高等教育办学机构,高等职业院校的毕业生已成为推动地方经济、文化、科技发展的一支生力军,他们活跃在机械制造与自动化、模具设计与制造、汽车检测与维护、数控技术、计算机辅助设计与制造、机电一体化技术、通信技术、电气自动化,以及护理、酒店管理等技术领域和服务行业。

几年来,高等职业教育在技术应用型和高技能人才培养方面取得了可喜的成果。总结办学经验,高等职业教育要继续实现跨越式发展,需要在优化人才培养机制、优化专业和课程设置、优化教学内容和教学过程、改革学籍管理和教学管理等方面有所创新。教材建设是优化教学内容和教学过程、提高高等职业教育教学质量的重要环节,而基础课教学如何打破传统的教学内容和教学方法,使之适合高等职业教育的特点,更是一个十分值得研究和实践的课题。中国高等教育学会组织在高等职业教育一线工作的教师,对这个课题进行了深入的探讨,在对学校的基础课教材和教法进行充分调查研究、深入分析、总结提高的基础上,制定了“教育部高等职业教育基础课规划教材”组编计划。

“教育部高等职业教育基础课规划教材”是一套蕴涵着基础课教材改革理念,洋溢着各个学校教材改革热情的富有创新性的教材。从作者组织、大纲审定、教材审读、课件测评等一系列工作反映出,这套教材的每一本书的内容都力求淡化深奥的理论,突出教学实践性,体现与新知识、新技术的密切结合。中国高等教育学会在教育技术和教育资源方面提供了宝贵的支持,附送的教学课件等一系列配套媒体,丰富了教学手段,使基础课教学向实现立体化教学迈出了突破性的一步,有效地激发了学生的学习兴趣,提高了教学质量,推进技术应用型和高技能型人才的培养。

在“教育部高等职业教育基础课规划教材”即将出版之际,我向辛勤耕耘在高等职

中国高等教育学会秘书长

2005 年 6 月 8 日

ii

前言

为了深入贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》的精神,落实《面向 21 世纪教育振兴行动计划》中提出的职业教育课程改革和教材建设规划,根据《中等职业教育国家规划教材申报、立项及管理意见》(教职成[2001]1 号)和中华人民共和国教育部发布的《高职高专教育英语课程教学基本要求》(高教司[2000]57 号)(试行)的精神,针对当前英语教学的现状,考虑学生入学后的英语水平和毕业后的就业需求,我们编写了本书。本书可以巩固、扩大学生的基础知识,培养听、说、读、写的基本技能;增强学生运用英语进行日常交际的能力、自学能力和继续学习的能力;培养学生的学习兴趣,使之了解中外文化差异,增强世界意识。

本书的内容、练习题等都体现了全国英语等级考试、对口升学考试、应用能力 A、B 级考试的特点,实用性较强。

本书共有 24 个单元,每 5 个单元后设一个复习单元,通过归纳和测试前面单元所学内容帮助学生巩固知识。本书分两个学期使用,建议每周 4 课时。各个学校可根据具体教学情况和学生的专业特点自行安排,选用相应的学习内容,因材施教,分类指导。本书配有教学参考及听力磁带。

一、本书的体例介绍

1. Listening Comprehension

听单词:复习语音。

听对话:提高听力,增强语感。

2. Speaking

口语练习:根据具体语言活动主题,编排对话实例,熟悉常用交际语言,进行情景口语练习,培养运用英语进行交际的能力。

3. Intensive Reading

短文阅读:学习文中语法、词汇、语言知识点。文章选材注重知识性。

4. Grammar

语法:语法知识简洁、实用,为提高学生语言学习能力打好基础。

5. Practical Writing

写作:主要是常用应用文的写作,并设计了优秀范文,供学生模仿。

6. Fast Reading

快速阅读:短文语言难度适中,选材多样,注重趣味性,主要培养学生的快速阅读能力。



7. Merry Learning

选用诗歌、谚语、名言、歌曲、谜语等形式的内容, 增强学生学习英语的兴趣。

二、编写说明

1. 编写背景

英语是世界性语言, 是学习知识、吸收人类文明成果、进行人际交往和开展国际合作的重要工具, 是职业教育中一门重要的基础课程。根据现有中专、高职高专学生和师资的实际情况以及社会对学生英语水平的要求, 我们广泛听取了学生、教师和专家的意见, 研究、学习、借鉴了现行中专和高职高专教材的设计体系, 编写了本书。

2. 编写原则

立足课程教学目标, 注重学生学习能力和学习策略的培养, 发展其听、说、读、写的基本技能, 体现中等及高等职业教育的特色。

3. 教材特色

1) 注重听说能力训练, 内容贴近社会生活, 创设自然的语言环境, 培养学生用英语进行日常交际的能力。

2) 选材严谨, 内容由浅入深, 有较多的反映时代气息的语言材料, 强调对学生英语语言运用能力的培养。

3) 语法知识重点突出、简洁明了、实用性强。

4) 课后练习紧紧围绕语言知识点, 进行系统的巩固复习。

5) 写作训练注重实用性, 参考了全国英语等级考试、对口升学和应用能力等级考试的写作命题。

6) 阅读选材多样, 注重趣味性, 语言难度适中。

7) 题材丰富, 增加教材的趣味性。

8) 本书弹性和可操作性较强。

9) 本书的内容、练习以及练习题等都体现了全国英语等级考试, 对口升学考试, 应用能力 A、B 级考试的特点, 具有一定的参考价值和实用性。

本书由张华志主编, 编写第 11、23、24 单元; 李华副主编, 编写第 1~3、6、12~22 单元; 杨辉编写第 4、5、7~10 单元; 许晶编写第 13~15、17、19 单元; 曹世杰编写第 16 和 18 单元。全书由张华志统稿, 由申屠菁主审。

在编写过程中, 我们参阅了部分国内外出版物, 广泛听取了学生、教师和专家的意见, 吸取同类、同层次教材的长处, 在此谨向原作者表示衷心的感谢。

由于水平有限, 书中难免有不妥之处, 请广大读者批评指正。

Contents

Unit One	1
Listening Comprehension	1
Speaking.....	2
Intensive Reading <i>Communication with Body Language</i>	2
Grammar <i>The Three Degrees of the Adjective and Adverb Comparison (I)</i>	8
Practical Writing <i>Environmental Pollution</i>	11
Fast Reading <i>Builders of HP</i>	12
Merry Learning	13
Unit Two	14
Listening Comprehension	14
Speaking.....	14
Intensive Reading <i>To Be a Better Listener</i>	15
Grammar <i>The Three Degrees of the Adjective and Adverb Comparison (II)</i>	19
Practical Writing <i>Personal Letter</i>	21
Fast Reading <i>How High Can You Jump</i>	22
Merry Learning	23
Unit Three	24
Listening Comprehension	24
Speaking.....	24
Intensive Reading <i>Living on Credit Card</i>	25
Grammar <i>The Uses of "It"</i>	31
Practical Writing <i>Sympathy</i>	34
Fast Reading <i>A Chinese Odyssey</i>	35
Merry Learning	36
Unit Four	37
Listening Comprehension	37
Speaking <i>Talking about "Making Farewell"</i>	37
Intensive Reading <i>Happiness is a Choice</i>	38



实用创新英语 (2)

Grammar	<i>Noun Clauses (I)</i>	43
Practical Writing	<i>Resume</i>	46
Fast Reading	<i>Sport Utility Vehicles</i>	48
Merry Learning	.....	49
Unit Five	.....	50
Listening Comprehension	.....	50
Speaking	<i>Talking about "Booking a Ticket"</i>	50
Intensive Reading	<i>How to Decline Invitations Politely</i>	51
Grammar	<i>Noun Clauses (II)</i>	55
Practical Writing	<i>Application Letters</i>	57
Fast Reading	<i>The Young and the Old</i>	58
Merry learning	.....	59
Unit Six Test Paper	.....	60
Listening Comprehension	.....	60
Vocabulary and Structure	.....	61
Reading Comprehension	.....	63
Practical Writing	.....	67
Unit Seven	.....	68
Listening Comprehension	.....	68
Speaking	<i>Talking about the Customs of "Dinner"</i>	69
Intensive Reading	<i>A Big Disaster</i>	69
Grammar	<i>Attributive Clauses(I)</i>	74
Practical Writing	<i>Telephone Message</i>	77
Fast Reading	<i>How to Control a Conversation</i>	79
Merry Learning	.....	80
Unit Eight	.....	81
Listening Comprehension	.....	81
Speaking	<i>Talking about "Asking for Forgiving"</i>	81
Intensive Reading	<i>How to Choose a Career</i>	82
Grammar	<i>Attributive Clauses (II)</i>	87
Practical Writing	<i>Weather Reports</i>	89
Fast Reading	<i>Hydrologic Cycle</i>	89
Merry Learning	.....	90
Unit Nine	.....	91
Listening Comprehension	.....	91
Speaking	<i>Talking about "Spring Festival"</i>	91

Contents

Intensive Reading	<i>Severe Acute Respiratory Syndrome</i>	92
Grammar	<i>Adverbial Clauses (I)</i>	96
Practical Writing	<i>Calling Card</i>	99
Fast Reading	<i>The International Committee of the Red Cross</i>	100
Merry Learning		101
Unit Ten		102
Listening Comprehension		102
Speaking	<i>Talking about "Interests"</i>	102
Intensive Reading	<i>How to Relieve Stress</i>	103
Grammar	<i>Adverbial Clauses (II)</i>	107
Practical Writing	<i>Directions for Use</i>	109
Fast Reading	<i>Laughter Is the Best Medicine</i>	111
Merry Learning		112
Unit Eleven		113
Listening Comprehension		113
Speaking	<i>Talking about "Asking for the Phone Number"</i>	113
Intensive Reading	<i>What Can Dreams Do for Us?</i>	114
Grammar	<i>Infinitive</i>	118
Practical Writing	<i>Common Announcement</i>	124
Fast Reading	<i>Sleep</i>	125
Merry Learning		126
Unit Twelve	Test Paper	127
Listening Comprehension		127
Vocabulary and Structure		128
Reading Comprehension		130
Practical Writing		135
Unit Thirteen		136
Listening Comprehension		136
Speaking		136
Intensive Reading	<i>How to Prepare for Interview</i>	137
Reading Comprehension		139
Grammar	<i>The Present Participle</i>	142
Practical Writing	<i>Key Words Composition — To Write a Recipe</i>	144
Fast Reading	<i>A Glass of Milk</i>	145
Merry Learning		146



实用创新英语 (2)

Unit Fourteen	147
Listening Comprehension	147
Speaking	147
Intensive Reading <i>American Family</i>	148
Reading Comprehension	151
Grammar <i>The Past Participle</i>	153
Practical Writing <i>Instructions</i>	155
Fast Reading <i>Love Is Just a Thread</i>	156
Merry Learning	158
Unit Fifteen	159
Listening Comprehension	159
Speaking	159
Intensive Reading <i>Advertising</i>	160
Grammar <i>Gerunds</i>	165
Practical Writing <i>Fax</i>	169
Fast Reading <i>Grooming and Personal Hygiene</i>	170
Merry Learning	172
Unit Sixteen	173
Listening Comprehension	173
Speaking <i>Talking about a Place</i>	174
Intensive Reading <i>The Three Gorges</i>	174
Grammar <i>Absolute Constructions</i>	179
Practical Writing <i>Certificates</i>	180
Fast Reading <i>I Want a Tooth Pulled</i>	182
Merry Learning	183
Unit Seventeen	184
Listening Comprehension	184
Speaking	184
Intensive Reading <i>Clean Water Campaign</i>	185
Grammar <i>The Subjunctive Mood (I)</i>	188
Practical Writing <i>Orders</i>	190
Fast Reading <i>Where Did the Song "Happy Birthday to You" Come From?</i>	192
Merry Learning	193
Unit Eighteen Test Paper	194
Listening Comprehension	194
Vocabulary and Structure	195

Contents

Reading Comprehension	197
Practical Writing	201
Unit Nineteen	203
Listening Comprehension	203
Speaking	203
Intensive Reading <i>Illusions of Pastoral Peace</i>	204
Grammar <i>The Subjunctive Mood (II)</i>	210
Practical Writing <i>Cancellations</i>	212
Fast Reading <i>A Good Heart to Lean on</i>	214
Merry Learning	215
Unit Twenty	216
Listening Comprehension	216
Speaking	217
Intensive Reading <i>My Experiences in Learning English</i>	217
Grammar <i>Inverted Sentence</i>	223
Practical Writing <i>Request</i>	226
Fast Reading <i>Words To Live By</i>	227
Merry Learning	229
Unit Twenty-one	230
Listening Comprehension	230
Speaking	230
Intensive Reading <i>Generation Gap</i>	231
Grammar <i>Word Formation</i>	236
Practical Writing <i>Acceptances</i>	239
E1093, King's Road	240
Fast Reading <i>The Old Man's Heart</i>	241
Merry Learning	242
Unit Twenty-two	243
Listening Comprehension	243
Speaking	243
Intensive Reading <i>How I Want to Say to You, Mom</i>	244
Grammar <i>Subject-verb Agreement</i>	248
Practical Writing <i>Refusals</i>	252
Fast Reading <i>Saving a Life</i>	253
Merry Learning	254



实用创新英语 (2)

Unit Twenty-three	255
Listening Comprehension	255
Speaking	256
Intensive Reading <i>The Greenhouse Effect</i>	256
Grammar <i>Elliptical Sentences</i>	260
Practical Writing <i>Table Composition</i>	261
Fast Reading <i>An Elephant</i>	263
Merry Learning	264
Unit Twenty-four Test Paper	265
Listening Comprehension	265
Vocabulary and Structure	266
Reading Comprehension	267
Practical Writing	272
Appendix	273
References	291

Unit One

Listening Comprehension

I. Listen to the following sentences carefully and underline the words according to what you hear.

1. Please (feel / fill) the box.
2. I suddenly (feel / fell) ill.
3. Helen has got the (mail / meal) ready.
4. Can you pass me (soap / salt), please?
5. Tom is (washing / watching) his car outside.
6. Will you show me the (shirt / suit), please?
7. Is it (cold / gold)?
8. He wanted to (sail / sell) the boat.
9. Are you waiting for the (bus / boss)?
10. Can you (taste / test) it?

II. Fill in the missing words according to what you hear.

A: You are _____. Can I help you?

B: Yes. I'd _____ a pizza and some potato chips.

A: Do you want _____ to drink?

B: Yes. I'll _____ a cup of coffee.

A: Okay. That's a pizza _____ potato chips, and a cup of tea.

B: _____ you.

A: Is that _____ here or to go?

B: For _____.

A: OK. Your food will be _____ in a moment.



Speaking

I. Work in Pairs and finish the conversion, using the words given below if you want.

A: You are _____. May I _____?

B: Yes. I'd _____.

A: Do you _____?

B: Yes. I'll _____.

A: Okay. That's _____.

B: _____ you.

A: Is that _____?

B: _____.

A: OK, Your food will be _____.

pizza potato chips a cup of tea a bottle of milk

II. Talk with your partner about "Body Language" used in your country according to the following topics.

1. Do people often use body language during their conversation?
2. Why do people use body language?
3. Have you ever used body language for any purpose?
4. What kind of body language do you often use?

Intensive Reading

Communication with Body Language

People **communicate** with one another by using both spoken or non-spoken, written or non-written language. However, most of the time we do not realize that we're doing it. We stand up and down from the sofa, move around while talking, **gesture** with our eyebrows or hands, etc. These are some of the small and **random** things we do. But **researchers** have discovered in recent years that there is a system to these gestures.



Different country has different body language. No matter man or woman, child or adult, young or old, they all use body language when they talk with others. But different body language in different country means different things. For example, the Chinese **along with** the Americans express "That

is all right” with the famous “A-OK” ring gesture. But in Japan, this gesture means “money”. While a Tunisian will think that you tell him there is a **worthless** thief. Here is a good example to show that different body language or gesture means different things in different countries. A Sardinian woman asks a man if it is easy to find a taxi at the local Airport. The answer she gets is a **cheerful** British thumbs-up. Immediately, she hits the poor man with her handbag for making such a rude suggestion. This is an example of why it’s not a very good idea to go hitchhiking in Sardinia.

It is also interesting to note that in talking, Americans are **likely** to **end** a sentence **with** a dropping of the head or hand, **as well as** with a lowering of the eyelids or **shrugging** their shoulders. They **finish up** a question with a raise of the hand, a lift of the chin, or a widening of the eyes.

What’s more, there are regional phrases too; an expert can sometimes **pick out** a **native** of Wisconsin just by the way a person uses his or her eyebrows during conversations. Everything from your sex, **racial** background, social class, and communication style all **influences** your body language.

A person who truly knows two languages uses both body languages too. For example, Fiorello La Guardian, the New York’s famous mayor, communicated in English, Italian and **Yiddish**. When films of his **speeches** are run without sound, it’s not too difficult to **tell from** his gestures that the language is being spoken. Usually, our body language acts to further **emphasize** our words. This is clear when a person feels happy or unhappy, he or she will express emotion by using gesture not by the way it is said. Psychologist Albert Meridian **invented** this rule: **Total** communication = 7 percent verbal + 38 percent oral + 55 percent facial. It shows the importance of body language.

This lesson tells us one should be careful with one’s body language and gestures when talking, especially with a foreigner!

Language Notes

1. We stand up and down from the sofa, move around while talking, **gesture** with eyebrows or a hand, etc.

gesture v. call or direct with a movement of the body 用手势表示; 用动作示意

e.g. The monitor gestured to the class to keep quiet. 班长示意全班人保持安静。

2. These are some of the small and random things we do.

Random adj. without any plan, aim, or pattern 随机的; 任意的

e.g. a random choice 随意做出的选择

Random rain showers will pass through this area tomorrow. 明天这个地区会有阵雨。

3. It is also interesting to note that in talking, Americans are likely to end a sentence with