

全国成人高等教育规划教材

英语 2

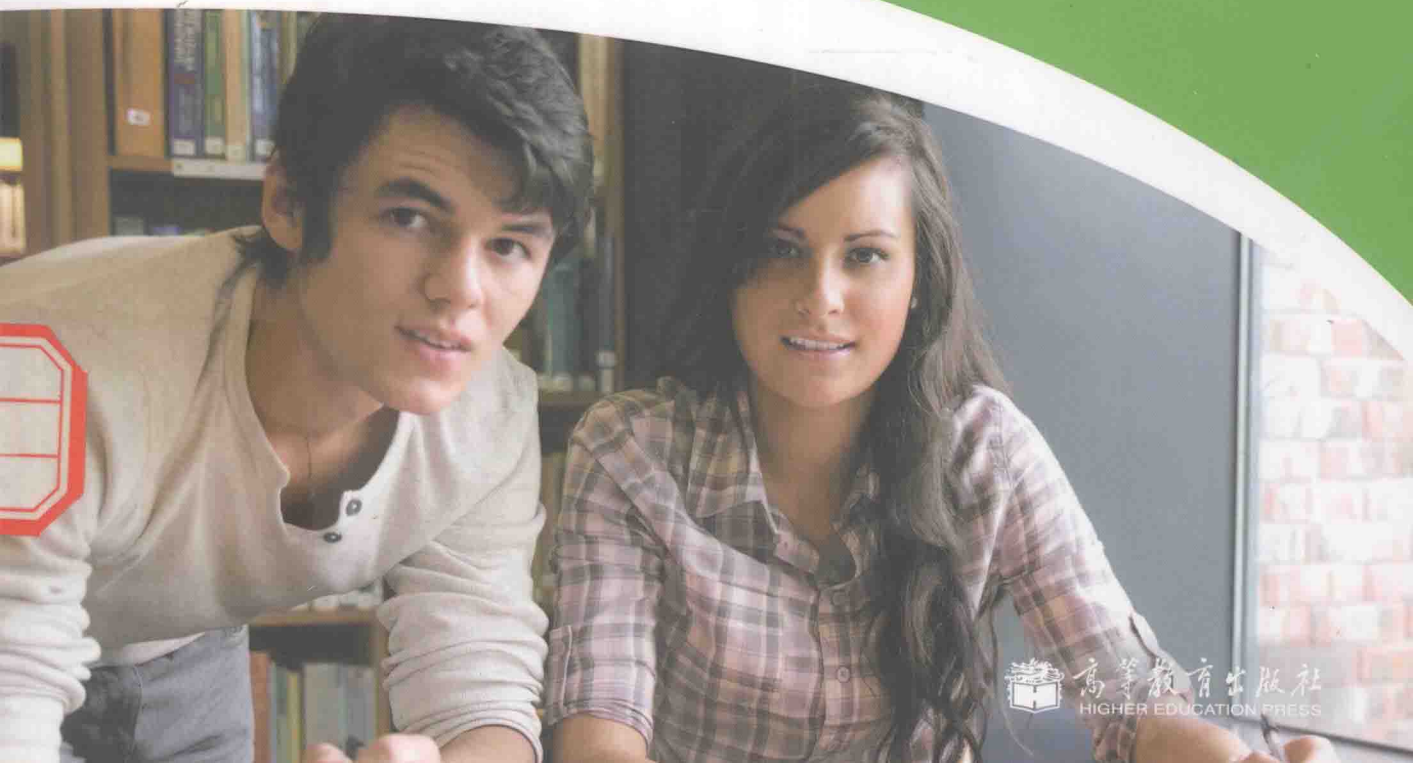
(第三版)

(非英语专业专科用)

English

(Third Edition)

成人《英语》教材编写组 编



高等教育出版社
HIGHER EDUCATION PRESS

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内容提要

《英语》系列教材是教育部全国成人高等教育规划教材,1998年正式出版发行,供各类高职高专院校非英语专业(含具有“专升本”需求的)学生使用。编写组结合10多年来一线教师的教学体验和广大学生的学习诉求,对《英语》进行了两次修订。本系列教材是对《英语》进行了第二次修订后推出的第三版。第三版在保留了深受使用院校广大师生欢迎的教材的基本框架和针对人才市场对涉外职场英语交际需求的特点的基础上,更有针对性地更新了部分课文及相应练习,在让老用户感到熟悉与亲切的同时,又能更多地体验教材与时俱进的新语境和新气息;同时又为新用户提供一套理念更新换代的最新版《英语》。

本书为《英语2》(第三版),保留了《英语2》(第二版)12个单元的结构和内容。每单元包括阅读理解、应用文写作、语法讲解、趣味阅读和词汇表。

图书在版编目(CIP)数据

英语. 2/成人《英语》教材编写组编. —3版. —北京:高等教育出版社, 2012.2(2014.5重印)

非英语专业专科用

ISBN 978-7-04-034359-5

I. ①英… II. ①成… III. ①英语-高等职业教育-教材 IV. ①H31

中国版本图书馆 CIP 数据核字 (2012) 第 014894 号

策划编辑 闵 阅
责任校对 康冬婷

责任编辑 康冬婷
责任印制 刘思涵

封面设计 赵 阳

版式设计 刘 艳

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100120
印 刷 唐山市润丰印务有限公司
开 本 850mm×1168mm 1/16
印 张 12
字 数 308千字
购书热线 010-58581118
咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
版 次 1999年7月第1版
2012年2月第3版
印 次 2014年5月第7次印刷
定 价 35.90元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换

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物 料 号 34359-00

第三版前言

《英语》（非英语专业专科用）（以下简称《英语》）系列教材是教育部全国成人高等教育规划教材。《英语》共4册，每册包括主教材（即《英语》）、自学同步教材（即《英语学习辅导书》）和方便教师授课的《英语教师参考书》。《英语》第1册为预备教材，词汇量起点为800，主要帮助英语水平低于《基本要求》规定的入学新生，盘活中学学过的基本语音、语法和词汇，为进一步学习提高打下基础。第2册着重简单句的基本语法和听说读写译技能的训练与培养，注意将简单句融入涉外职场交际场景之中，使语言基本功训练和实际使用英语去进行涉外职场交际能力的培养结合起来。第3册和第4册在巩固和提高语言和语法能力的同时，加深对涉外职场交际阅读、翻译和套写能力的训练，着重培养和提高学生使用英语进行涉外职场交际的能力。

此系列教材自1998年第一版问世以来，根据各方反馈意见不断改进，在2006年修订形成了第二版。第二版首先将全书的单元编排进行了较大调整，由全书20个单元精简合并为10~12个单元。各单元内部的修订主要涉及4个方面：1. 将语法调整为“语法复习”（Pick Up Your Grammar）练习，放在单元的最后；2. 加编了语法附录，附在《英语学习辅导书》里，使学生可以根据个人需要有选择地进行复习；3. 在每单元后增加了词汇表，便于学生系统、完整地学习每个单元的词汇用法；4. 在第5或第6单元和第10或第12单元后增加了两套依据所学内容编写的自测题，供学生自我检测学习成果。

由于时代在不断发展，教学内容也要与时俱进。第二版在发行6年后，有些内容已不能完全适应高科技时代的发展和国家对外全面开放的需求。因此，在2012年，《英语》又推出了第三版。第三版在保留深受使用院校广大师生欢迎的教材的基本框架和针对人才市场对涉外职场英语交际需求的特点的基础上，更有针对性地更新了部分课文和相应练习。第三版仍为4册，即《英语》（1~4），每册3本，分别为《英语》、《英语学习辅导书》和《英语教师参考书》。

本书为《英语2》（第三版），保留了《英语2》（第二版）的精华内容；在结构上，遵循第二版的编排模式，即分为5部分：1. Integrated Skills Development（包含两个对话和两篇短文，还有一篇额外短文作为附加阅读材料）；2. Applied Writing（主要介绍证书、旅游广告和邀请函及回函等涉外应用文的写法，以及模拟套写职场交际中常用的英文路标和路牌）；3. Pick up Your Grammar（盘活高中时所学语法，包括介绍一般现在时、现在进行时、现在完成时、将来时，比较过去式与完成

式，介绍被动语态的现在时、过去时和现在完成时，介绍含情态动词的被动语态，比较主动语态和被动语态，介绍复合宾语、双宾语、名词短语作量度状语等）；4. Merry Learning（提供一篇幽默小笑话）；5. Words and Phrases（总结各单元的词汇和短语）。

多年来，本系列教材第一版、第二版受到广大高职高专师生的喜爱和支持，第三版便是在总结以往使用本系列教材的经验基础上进行的改进。我们十分欣慰能用一套真正实用的英语教材为大家服务。这次修订后依然会存在缺陷和不足，我们一如既往地欢迎大家的批评和指正。

《英语》（非英语专业专科用）（第三版）系列教材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怡、姜欣、李秀英、蒋立真和内蒙古民族大学的杨丽华。

修订者

2012年1月

第二版修订说明

修订后的《英语》仍为4册，即《英语1~4》。第1~4册分为2个层次，第1~2册为一个层次，学习基础语法和常用交际词汇，累计词汇量达到2 000词；第3~4册为另一个层次，学完基础语法，累计词汇量达到3 300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《英语学习辅导书》。

本书为教材的第2册，在第1册1 350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短文；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《英语学习辅导书》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和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》系列教材的培养目标是：1. 掌握一定的英语基础知识和技能；2. 具有阅读和翻译有关业务英语资料的能力；3. 训练进行简单的日常和涉外会话的初步能力；4. 培养模拟套写简单信函等涉外业务应用文的能力。

主教材（即《英语》）和自学同步教材（即《英语学习辅导书》）两种学生用书各分4册。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和基本句式的听说读写等基本技能的训练，并注意把语言基本功训练与实际涉外活动结合起来，使英语学习从一开始就能贯彻学用结合，学一点、用一点的原则。第三、四册在侧重阅读基本技能训练和语法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，并将光盘中有相关的内容用  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。

《英语学习辅导书》包括主教材学习重点提示、自学同步练习、主教材练习参考答案三部分。其中自学同步练习既与《英语》紧密配合，又不相互重复。与《英语》相比，自学同步练习遵循“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，其听说训练以听力训练为主，听录音遍数也不强求一致，学生可根据自己的实际需要播放两或三遍；读译写部分以读懂理解为主，所配的少量练习是为了帮助学生扩大词汇和巩固语法的。因此，同时使用这两套用书，会收到相得益彰的效果。

为了方便学生自学，书后附有主教材和自学同步练习的全部课文的参考译文；为了方便教师授课，本套教材还编有一套《英语教师参考书》。

《英语》和《英语学习辅导书》的编写力图改变高职高专英语教学脱离实际、学用结合不密切的低效率局面，突出英语教学紧密为改革开放服务的实用方向。

本册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、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。编者在此一并表示深深谢意。

本书出版以来，受到广大师生的普遍欢迎。广东北达经贸专修学院沈炳明教授和其他院校教师为教材的进一步完善提出了宝贵的意见。值此重印之际，特表示衷心感谢。恳切希望广大读者继续批评指正。

编 者
2002年12月

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Unit

1



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 MA. 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 2008.

Liu Lin: What did you do after that?

Dick Dylan: I went to Germany.

教育; 接受
大学

哲学

毕业

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.

学院



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 2009.

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 canteens served meals, too.

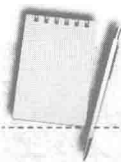
Dick Dylan: Did you **enjoy your time** in the university?

Liu Lin: Yes, I did.

成立

宿舍

过得愉快



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.

最喜爱的; 数学; 解决; 方法; 有某种倾向; 无用的

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.

罢工
抗议
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 2008	
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. Almost 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 for 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.