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创新思维

英语综合教程

(第三册)

English Integrated Course

主编 赵培 王雪梅
副主编 袁俊娥 王成霞 邢桂丽

 中国人民大学出版社

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前言

我国的大学英语教育自从上个世纪的教学改革开始至今已经取得了长足的进步，但在大学英语教学下的高职高专英语的改革却比较匮乏。随着近几年对高职高专英语的重视，各高职院校都对英语教学进行了改革。而本书的编纂者都是多年从事高职高专英语教育教学研究的一线教师，深知高职高专学生所需，也因此更能体会到高职高专英语教学改革的迫切性。

我们改革英语教材的目的是：(1) 培养学生的创造性思维能力；(2) 促进学生的职业能力的提升；(3) 巧妙地兼顾对学生参加英语应用能力考试的训练；(4) 培养学生独立思考、自主学习的能力；(5) 提高学生的学习积极性。同时激发教师的教学兴趣，促进教师向“以学生为中心”教学理念的转变和教学质量的提高。

英语教学的最终目的是希望学生能把所学运用到实际生活和工作中，而如何把有用的知识传授给学生，则是本套教材所着重强调的部分。该套教材具备以下特色：

1. 吸取传统教材中的精华，改变传统教材的刻板。通过听说读写练的改革来使整套教材充满知识性、实用性以及趣味性。

2. 在课文选择方面，考虑到高职高专学生的特色，选择了具有文化意义又贴近现实生活的短文。通过知识点的扩展，学生不仅可以了解到英语国家的文化特色，更可以学习到地道、实用的英语表达方式。在针对课文的练习中，除了保留一部分针对考级的练习题外，还大量增加了提高学生主动性的图片练习以及能够发挥学生创造力的练习。

第三册内容简介

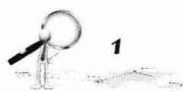
本册教材共 6 个单元，每个单元的听、说、读、写、练模块延续了第一、二册的设计特点——运用创造性思维，并与学生应用能力实践、创造性思维能力训练、学生职业能力培养融为一体。教材根据高职高专学生已有的第一、二册英语学习基础的特点，选择反映西方人现实生活的 300 词以上的语言材料进行改编，如有学生喜欢的宇宙探索、美国流行音乐、体育（足球）、3D 电影，还有与学生专业有关的网络、创新性司法等，并且保持了每一篇课文的创造性思维设计风格，以便增加课堂的趣味性，提高教师的教学兴趣。

本册听、说模块主要突出训练学生在情景模拟中说英语，模式仍然是按照“句型—学习—听—说—练习”进行设计，向学生呈现地道的、实用的英语表达方式，并运用了如英语电影片段、广告、录像、场景、图片等多种手段来训练学生的听说和创造性思维。

写与练模块的设计仍然紧扣课文，并结合全国英语应用能力三级考试的题型设计进行，使学生的学习既不脱离课文又解除了他们对英语应用能力三级考试的担忧，也解决了以往高职英语教材与英语应用能力三级考试脱节的问题。练习模块还增加了训练学生创新思维、发挥学生创造力和培养学生自主学习的创新综合作业，以促进学生英语学习和职业能力的提高。

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Space Exploration



Listening

Dialogue One Oceans on Mars

Words and Expressions (I)

bury	/ˈberi/	<i>vt.</i>	埋葬; 隐藏
change one's mind			改变主意
cross-bedding		<i>n.</i>	交错层
cruise	/kru:z/	<i>n.</i>	乘船游览
definite	/ˈdefinit/	<i>adj.</i>	确切的
deposit	/diˈpɒzɪt/	<i>n.</i>	沉淀物
detect	/diˈtekt/	<i>vt.</i>	发现; 察觉; 探测
element	/ˈelɪmənt/	<i>n.</i>	元素
look like			看起来像
measure	/ˈmeʒə/	<i>vt.</i>	测量
mineral	/ˈmɪnərəl/	<i>n.</i>	矿物 <i>adj.</i> 矿物的
not...any longer			不再
potassium	/pəˈtæsjəm/	<i>n.</i>	钾
proof	/pru:f/	<i>n.</i>	证据; 证明
shoreline		<i>n.</i>	海岸线
spectrometer	/spekˈtrɒmɪtə/	<i>n.</i>	分光仪; 分光计
sulfate	/ˈsʌlfeɪt/	<i>n.</i>	硫酸盐
ten times the size of			是……的十倍
the amount of			数量
thorium	/ˈθɔ:riəm/	<i>n.</i>	钍
water ripple			静水涟漪



Patterns (I)

Learn the following sentence patterns to practice listening and speaking.

1. —**Have you heard** two new oceans were discovered?
—Where?
2. —**I thought** scientists weren't sure if Mars had oceans or not.
—They weren't.
3. **What has changed their minds?**
4. —**What did they find?**
—**They found** the shorelines of a younger ocean about **ten times the size of** the Mediterranean Sea, and an older ocean **twice that size**.
5. **It's too bad** those oceans still aren't there.
6. There wasn't definite proof.



Exercise (I)

This section is to test your ability to understand Dialogue One. There are five questions for Dialogue One. After the dialogue, you should decide on the correct answer from the four choices marked A, B, C and D given below.

1. How many new oceans have been discovered on Mars according to Dialogue One?
A. One. B. Two. C. Three. D. Four.
2. Which of the following is NOT evidence of ocean on Mars?
A. Sulfates and other salts. B. Cross-bedding.
C. Tiny mineral deposits. D. Gamma Ray.
3. What has made scientists believe that Mars had oceans?
A. Things discovered by the Mars Opportunity Rover.
B. Appearance of the northern lowlands of Mars.
C. Gamma Ray evidence.
D. Not mentioned in the dialogue.



4. The gamma-ray spectrometer on the Mars Odyssey spacecraft can measure all the following EXCEPT _____.
- A. potassium B. thorium C. steel D. iron
5. How long are the shorelines of the younger ocean?
- A. Ten times the size of the Mediterranean Sea.
 B. Nine times the size of the Mediterranean Sea.
 C. Twice the size of the Mediterranean Sea.
 D. Twenty times the size of the Mediterranean Sea.

Dialogue Two Farewell Sun

Words and Expressions (II)

be bad for		对……有害
black dwarf	/dwɔ:f/	黑矮星
burn out		烧光, 熄灭
contract	/kən'trækt/	<i>vi.</i> 订约; 收缩
crisp	/krisp/	<i>n.</i> 油炸马铃薯片
energy	/'enədʒi/	<i>n.</i> 能量
hold on		等一等
hydrogen	/'haɪdrədʒən/	<i>n.</i> 氢
nuclear reactor		核反应堆
radius	/'reɪdiəs/	<i>n.</i> 半径
run out		用完, 耗尽
what is called		所谓的
Who knows?		谁知道呢?

Patterns (II)

Learn the following sentence patterns to practice listening and speaking.

1. —**You mean** one day the sun will disappear?
 —Not exactly disappear, but the sun will eventually burn out and die.

2. —**Hold on.** Start from the beginning.
—OK.
3. —Like any reactor, the sun needs fuel to keep going.
—But then the fuel will **run out**.
4. The sun will then become **what's called** a red giant, and its radius will reach just past the orbit of Venus.
5. **Who knows?** By then humans might be living on another planet.



Exercise (II)

Listen to Dialogue Two and complete it with what you hear.

Don: Wow, what a beautiful sunset.

Yael: Enjoy it while it lasts. The sun won't be around forever, you know.

Don: You mean one day the sun will disappear?

Yael: Not exactly disappear, but the sun will eventually burn out and die.

Don: Whoa, hold on. Start from the beginning.

Yael: OK. Like all stars the sun is basically a giant nuclear reactor that burns hydrogen to 1 energy. But like any reactor, the sun needs fuel to keep going. It's been going strong for around 4.5 billion years, and will probably keep burning for about 2.

Don: But then the fuel will run out.

Yael: Exactly. And when it does, gravity will cause the sun's core to contract. When it contracts the core will get hotter, which will heat up the sun's 3 and make them expand. The sun will then become what's called a red giant, and its radius will reach just past the orbit of Venus.

Don: Which is 4.

Yael: We'll be burned to a crisp.

Don: That sounds painful.

Yael: After a few billion years the core will eventually 5 to become a black dwarf.

Don: So we're pretty much doomed.



Yael: Yes, but not for billions of years. Who knows? By then humans might be living on another planet.

Don: I think someone's been watching too much cable TV.



Exercise (III)

Creative Thinking

Enjoy a part of the film *The Chronicles of Narnia* and discuss its result. You are required to act it.

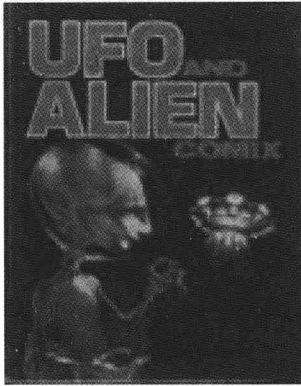


Speaking

I Work in pairs: Make a dialogue.

Please choose one of the following pictures, and then according to the sentence patterns you have just learnt, make up a dialogue with your partner. You are encouraged to use your rich imagination.





Vocabulary

Alien/E.T. (the Extra-Terrestrial)
 astronaut/taikonaut
 LM(Lunar Module)
 manned spacecraft engineering
 UFO(Unidentified Flying Object)

外星人
 宇航员, 太空人
 登月舱
 载人航天事业
 飞碟, 不明飞行物

Questions

1. What do you think of the movie AVATAR?
2. What if you encountered an alien from outer space?



II Watch the videos and answer the following questions.

Vocabulary

adopt /ə'dɒpt/

barrier /'bæriə/

be committed to...

be supposed to do...

curiosity /ˌkjʊri'ɒsiti/

go against...

horizon /hə'raɪzən/

indigenous population

invest in...

make a difference

on the brink of...

step by step

vt. 收养; 采取; 接受

n. 障碍; 栅栏; 篱笆墙

致力于……, 忠于……

应该……, 被期望做……

n. 好奇, 好奇心

反对/抗……

n. 地平线; 视野; 眼界

土著居民

投资于……

有影响, 很重要

濒临……

逐步地



Task 1 Watch Video 1 and identify the steps of space exploration.

	What is this step about?	What has been done or needs to be done?
Step 1		
Step 2		
Step 3		
Step 4		

Task 2 Watch Video 2 and identify the US new space strategy.

Task 3 Watch Video 3 and tell how you would deal with the aliens if you were in the same situation as in the movie *AVATAR*.



Work in groups.

Some people argue that putting money and energy in space exploration is a great waste. It is better if they are used to solve current problems. What's your opinion? Discuss with your partners, and choose a representative to report to the whole class.



Where there is a will, there is a way.

Text

Teacher in Space Answers Questions from Students



Morgan (left) and McAuliffe in 1986 [NASA]



Barbara Morgan

Barbara Morgan was a teacher-turned-astronaut, speaking from more than three hundred twenty kilometers above the Earth. She was greeting students of the northwestern state of Idaho. They gathered at the Discovery Center in Boise on Tuesday to ask the astronauts questions by video link.

CHILDREN: "Hello from Idaho!"

The astronauts already knew what the questions would be. One student asked what stars looked like from space.

The answer was that the space shuttle and the space station are kept brightly lit, so it is difficult to see a lot of stars.

BARBARA MORGAN: "In fact, one way to think about that when we're on the International Space Station and all the lights are on when we look outside, it's very much like trying to look at the stars when you're in Boise. You can see some, but then if you go up high in the mountains, up to McCall, and you have

all the lights out.”

Barbara Morgan taught in an elementary school in McCall, Idaho for many years before she was trained to become an astronaut at age 55. She and six other astronauts arrived Friday on the shuttle Endeavour to bring supplies and new equipment to the international station.

QUESTION: “Hi, I’m Sarah Blum. How does being a teacher relate with being an astronaut on this mission?”

BARBARA MORGAN: “Well, astronauts and teachers actually do the same things. We explore, we discover and we share. And the great thing about being a teacher is you get to do that with students. And the great thing about being an astronaut is you get to do it in space. And those are absolutely wonderful jobs.”

Barbara Morgan first prepared for a shuttle flight more than twenty years ago. She trained in case NASA needed a substitute for Christa McAuliffe, the first teacher in space.

Then, in 1986, Christa McAuliffe died with the Challenger crew when the shuttle exploded shortly after launch.

After the disaster, NASA officials *barred* other civilians from shuttle flights. But in 1998, they created a new position for teachers to become fully trained astronauts. Barbara Morgan is NASA’s first “educator astronaut” launched into orbit.

(373 words)

New Words

astronaut	/'æstrɒnɔ:t/	n. 宇航员
bar	/bɑ:/	n. 酒吧; 障碍 vt. ban 禁止
basically	/'beisikəli/	adv. mainly 主要地, 基本上
crew	/kru:/	n. 队, 组; 全体人员, 全体船员
disaster	/'di:zɑ:stə/	n. 灾难, 灾祸; 不幸
Endeavour	/'in'devə/	“奋进”号航天飞机
equipment	/'i'kwipmənt/	n. device 设备, 装备; 器材

