



普通高等教育“十一五”国家级规划教材

Vocational English for Today 教程

第二册

当代 高职高专英语

总主编 盛跃东
本册主编 周星 副主编 安文英



ZHEJIANG UNIVERSITY PRESS

浙江大學出版社

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图书在版编目(CIP)数据

当代高职高专英语. 第2册 / 盛跃东主编. —杭州: 浙江大学出版社, 2006. 8 (2007 重印)

ISBN 978-7-308-04887-3

I. 当… II. 盛… 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 (2006) 第 098833 号

- | | |
|-------------|--|
| 出版发行 | 浙江大学出版社
(杭州浙大路 38 号 邮政编码 310027)
(E-mail: zupress@mail.hz.zj.cn)
(网址: http://www.zjupress.com) |
| 责任编辑 | 徐宝澍 |
| 装帧设计 | 视觉共振设计工作室 |
| 印 刷 | 北京凌奇印刷有限责任公司 |
| 开 本 | 787mm × 1092mm 1/16 |
| 印 张 | 23 |
| 字 数 | 524 千字 |
| 版 印 次 | 2006 年 8 月第 1 版 2007 年 5 月第 2 次印刷 |
| 书 号 | ISBN 978-7-308-04887-3 |
| 定 价 | 29.80 元 |
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装帧设计：视觉共振设计工作室

Acknowledgements

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Additional Comments:

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前言

《当代高职高专英语教程》是一套为高职高专英语教学编写的教材。

本教材遵循《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》),以先进的教育理念为指导,以全面提高学生综合素质为宗旨,注重培养和开发学生在英语听说读写译方面的应用能力;同时,以人为本,体现和满足学生学习的基本需求。

根据高职高专英语课程设置要求和特点,本教材共由四册组成。其中第一册和第二册为基础教程,注重基础语言知识的学习和基本技能的训练。通过这两册的学习,学生应达到《基本要求》中规定的B级水平。第三册和第四册为高级教程,注重培养学生的语言应用能力,特别是用英语处理日常事务和涉外业务的能力。通过这两册的学习,学生应达到《基本要求》中规定的A级水平。本教材的词汇起点大约是1000个单词和词组,从第一册到第四册词汇量分别为2000、2500、3000和4000。听说读写译各种技能的训练也是从基础开始,由浅入深,循序渐进,最终达到高职高专教育英语课程教学的基本要求。

教程由8个必修单元和4个选修补充学习单元组成,补充学习单元供学有余力的学生使用。每单元包括“听说”、“阅读”、“翻译与写作”、“语法”和“巩固和提高”五部分。这五部分以一个热门话题为中心,围绕该中心层层展开,环环紧扣,相互促进,不断提高,从各个方面向学生提供丰富的语言文化方面的知识,并为学生构建了全面实践所学知识的平台。

选材是教材成功的关键之一。本教材所选材料不仅注重时代性、知识性、趣味性、可思性和语言规范性,而且更注重实践性。这些集上述优点于一体的阅读材料大大有助于激发学生的学习兴趣,从而提高应用语言的能力。例如,很多单元提供了相同主题下中西方相关文化方面的阅读文章。学生在学习英语的同时,从不同侧面和多个角度学习中西方语言文化知识,从而更有效地培养和提高实际生活和工作中的语言应用能力。这种新颖别致和学以致用选材模式,突破了现今外语教材传统的选材模式和框架。

提高语言应用能力的一个重要途径是练习。全套教材练习设计本着“实用为主”的原则,以全面提高学生的应用能力为目标,针对高职高专学生英语学习的特点,将教与学结合起来,将课堂学习与课外练习结合起来,力争做到练习形式多样活泼,寓教于乐,使学生通过各种输入与输出活动,不断加深对所学知识和技能的掌握与提高,为今后进一步学习英语打下更扎实的基础。

为了紧随国际语言的飞速发展,本教材采用了最新的《牛津高阶英汉双解词典》(商务印书馆,牛津大学出版社,第六版)所使用的Jones音标,该音标也是最新的《英语发音词典》(牛津大学出版社,第十五版,1997年最新版)所推荐的一套国际音标。

本教材编写人员同时编写了与教材紧密配套的《当代高职高专英语·学习指导》和内容丰富的《当代高职高专英语·教师参考书》,以及相应的听力录音和多媒体课件,不仅为学生自学提供了更多指导建议和参考资料,同时也为教师讲课提供了更多的教学资源 and 练习范例。

本教材部分单元已经过试用并收到了良好的教学效果和好评。我们衷心感谢浙江大学各级领导对本教材的关心和指导,衷心感谢锦绣人生教育图书(北京)有限公司的大力支持,以及众多为本教材作出贡献的高职高专院校和教师,如Michael LaRocca、Jan Bond、John Wharry、Katherine Wharry、Aaron Stillman、Brianna Stillman、陈静、陈灵敏、崔红卫、顾林刚、洪保平、卢睿蓉、骆晨、罗罡、钱连玉、王芳芳、杨洁、杨昭敏、宇正香、赵燕、朱虎正和周炎等同志。浙江大学出版社为本教材的尽早出版做了大量工作,谨此一并致谢。

由于编者水平有限,时间紧张,疏漏之处在所难免,恳请广大同仁批评斧正。

盛跃东

2006年8月26日于浙江大学

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Unit 1

Love



Listening and Speaking



Listening

Activity 1 CALCULATION (I)

Directions: In this part you will hear 10 statements. Listen carefully and choose A, B, C or D which is the closest in meaning to the statement you have heard. The statements will be read only once.

- ①
 - A. Sixty students passed the exam.
 - B. Eighty students passed the exam.
 - C. Forty students passed the exam.
 - D. Ninety students passed the exam.

- ②
 - A. It's 4:45 now.
 - B. It's 5:15 now.
 - C. It's 5:00 now.
 - D. It's 4:50 now.

- ③ A. The flight arrived at 9:15.
B. The flight arrived at 9:45.
C. The flight arrived at 10:15.
D. The flight arrived at 9:30.
- ④ A. I had my lunch at 10:30 last Sunday.
B. I had my lunch at 11:30 last Sunday.
C. I had my lunch at 12:00 last Sunday.
D. I had my lunch at 12:30 last Sunday.
- ⑤ A. My alarm clock was supposed to ring at 7:30.
B. My alarm clock was supposed to ring at 7:45.
C. My alarm clock was supposed to ring at 7:00.
D. My alarm clock was supposed to ring at 7:15.
- ⑥ A. I paid \$140 for the dress.
B. I paid \$114 for the dress.
C. I paid \$70 for the dress.
D. I paid \$40 for the dress.
- ⑦ A. Peter answered 8 questions.
B. Peter answered 16 questions.
C. Peter answered 60 questions.
D. Peter answered 30 questions.
- ⑧ A. The movie will start at 6:45.
B. The movie will start at 7:15.
C. The movie will start at 7:05.
D. The movie will start at 7:10.
- ⑨ A. David paid \$200 for the room.
B. David paid \$400 for the room.
C. David paid \$300 for the room.
D. David paid \$250 for the room.
- ⑩ A. Jane's birthday is on February 7.
B. Jane's birthday is on February 16.
C. Jane's birthday is on March 16.
D. Jane's birthday is on February 23.

Activity 2 CONVERSATIONS

Directions: In this part you will hear 5 conversations. Each of the conversations will be read only once. Listen carefully and then decide whether the statements below are true, false or not mentioned according to the conversations you have heard. Write T for True, F for False and N for Not Mentioned in the spaces provided.



Conversation 1

_____ There is a big fountain near the Culture Center.



Conversation 2

_____ The man is looking for No. 80 Queen Street.



Conversation 3

_____ The man advises the woman to take the subway to the Friendship Square.



Conversation 4

_____ The woman won't miss the first part of the play if she takes the No. 45 bus.



Conversation 5

_____ The woman probably made a wrong turn on the overpass bridge.

Activity 3 PASSAGE

Directions: In this part you will hear only one passage. Listen to the passage twice and then decide on the appropriate answer to each of the questions from the 4 choices marked A, B, C and D.



New Words

slipper /'slɪpə/	n.	拖鞋	comfortable /'kʌmfəbl/	a.	舒适的
sale /seɪl/	n.	廉价出售	church /tʃə:tʃ/	n.	教堂
unwrap /ʌn'ræp/	v.	打开	get used to		习惯于



Questions 1-5 are based on the passage you have heard.

- What was father's birthday present?
 - A pair of red sport shoes.
 - A pair of red slippers.
 - Lots of lovely things.
 - A pair of red socks.

2. How did father feel about the slippers after he tried them on?
 - A. They were uncomfortable.
 - B. They didn't look nice.
 - C. They were too bright.
 - D. They didn't fit him at all.
3. What did father do in the following two weeks?
 - A. He tried hard to get used to the slippers.
 - B. He gave the slippers to Mr. Brown.
 - C. He sold the slippers at the church.
 - D. He threw away the slippers.
4. What did mother finally do with the slippers?
 - A. She gave the slippers to her neighbor.
 - B. She gave the slippers to grandmother.
 - C. She asked Mr. Brown to sell the slippers at the church.
 - D. She returned the slippers to the shop.
5. What can we learn from the end of the passage?
 - A. Grandmother liked buying cheap things at the church.
 - B. Grandmother often bought lovely things for her son.
 - C. Grandmother happened to buy the slippers that her son wanted to sell.
 - D. Grandmother didn't know what kind of slippers her son liked.



Speaking

Useful Words, Expressions and Structures

- ☺ Could you please tell me how to get to...
- ☺ Go straight down the street to the traffic lights.
- ☺ Go two blocks and then turn right.
- ☺ Go along the street for about two blocks until you see...
- ☺ You can't miss it.
- ☺ Could you please tell me how far it is to...
- ☺ Sorry, I'm a stranger myself.

Activity 1

Directions: Work in pairs to make up a dialogue according to the information given below.

- ① Give directions to the library on campus.
- ② Give directions to the dining hall on campus.
- ③ Give directions to your friend from the campus to the railway station.

Activity 2

Directions: Tell your partner about your experience of being lost.

**Reading****Lead-in Activity: Discussion**

Directions: Work in groups to discuss the following questions.

① Who do you love most?

② What do you think of campus love?

**Reading****TEXT A***A Test of Love*

1 John Blanchard stood up from the bench, straightened his Army uniform, and studied the crowd of people making their way through the Grand Central Station.

2 He looked for the girl whose heart he knew, but whose face he didn't, the girl with the rose. His interest in her had begun thirteen months before in a Florida library. Taking a book off the shelf he found himself interested, not in the words of the book, but in the notes penciled in the margin. The soft handwriting reflected a thoughtful soul.

3 In the front of the book, he discovered the previous owner's name, Miss Hollis Maynell. With time and effort he found out her address. She lived in New York City. He wrote her a letter, introducing himself and inviting her to correspond. The next day he was shipped overseas for service in World War II.

4 During the next thirteen months, the two grew to know each other through the letters. Each letter was a seed falling on a fertile heart. A romance was budding.

5 Blanchard requested a photograph, but she refused. She felt that if he really cared, it wouldn't matter what she looked like.

6 When the day finally came for him to return from Europe, they scheduled their first meeting — 7:00 p.m. at the Grand Central Station in New York.



7 “You’ll recognize me,” she wrote, “by the red rose I’ll be wearing on my coat.”

8 So at 7:00 he was in the station looking for a girl whose heart he loved, but whose face he’d never seen.

9 I’ll let Mr. Blanchard tell you what happened:

20

10 A young woman was coming toward me, her figure long and slim. Her blonde hair lay back in curls from her delicate ears; her eyes were blue as flowers. Her lips and chin had a gentle firmness, and in her pale green suit she was like springtime come alive.

11 I started toward her, entirely forgetting to notice that she was not wearing a rose. As I moved, a small, attractive smile curved her lips.

21

12 “Going my way, Sailor?” she murmured.

13 Almost uncontrollably I made one step closer to her, and then I saw Hollis Maynell. She was standing almost directly behind the girl. A woman well past 40, she had graying hair and was more than plump. The girl in the green suit was walking quickly away.

14 I felt as though I was split in two, so strong was my desire to follow her, and yet so deep 30
was my longing for the woman whose spirit had truly companioned me.

15 And there she stood. Her pale, plump face was gentle and sensible; her gray eyes had a
warm and kindly twinkle. I did not hesitate. My fingers gripped the small worn blue leather
copy of the book that was to identify me to her.

16 This would not be love, but it would be something precious, something perhaps even 35
better than love, a friendship for which I had been and must ever be grateful. I squared my
shoulders and saluted and held out the book to the woman, even though while I spoke I felt
choked by the bitterness of my disappointment.

17 "I'm Lieutenant John Blanchard, and you must be Miss Maynell. I am so glad you could
meet me. May I take you to dinner?" 40

18 The woman's face broadened into a tolerant smile.

19 "I don't know what this is about, son," she answered, "but the young lady in the green
suit who just went by, she begged me to wear this rose on my coat. And she said if you
were to ask me out to dinner, I should go and tell you that she is waiting for you in the big
restaurant across the street. She said it was some kind of test!" 45

New Words

bench /bentʃ/	<i>n.</i>	长椅
straighten /'streɪtn/	<i>v.</i>	整理
margin /'mɑ:dʒɪn/	<i>n.</i>	页边的空白
reflect /rɪ'flekt/	<i>v.</i>	反映
<i>e.g. Does this letter reflect how you really think? 这封信是否表达了你真实的想法?</i>		
thoughtful /'θɔ:tfʊl/	<i>a.</i>	有思想性的
previous /'pri:vɪəs/	<i>a.</i>	先前的
<i>e.g. His previous attempt was successful. 他先前的尝试成功了。</i>		
correspond /kə're'spɒnd/	<i>vi.</i>	通信
overseas /,əʊvə'si:z/	<i>ad.</i>	海外
seed /si:d/	<i>n.</i>	种子
fertile /'fɜ:taɪl/	<i>a.</i>	肥沃的
romance /rəʊ'mæns/	<i>n.</i>	浪漫, 爱情

bud /bʌd/	vi.	萌芽
schedule /'ʃedju:l/	vt.	预定, 安排
e.g. The meeting is scheduled on Friday. 会议安排在星期五。		
recognize /'rekəɡnaɪz/	vt.	认出
figure /'fɪɡə/	n.	体形
e.g. What a fine figure of a man! 一个身材健美的男人!		
slim /slɪm/	a.	苗条的
blonde /blɒnd/	a.	金色的
curl /kɜ:l/	n.	卷曲, 卷发
delicate /'delɪkət/	a.	精致的, 精巧的
chin /tʃɪn/	n.	下巴, 下腭
firmness /'fɜ:mnis/	n.	坚定
suit /su:t/	n.	套装
springtime /'sprɪŋtaɪm/	n.	春季
curve /kɜ:v/	v.	(使) 弯曲
murmur /'mɜ:mə/	v.	低语
e.g. The child murmured in her sleep. 这个孩子在睡梦中喃喃自语。		
uncontrollably /ʌnkən'trəʊləbli/	ad.	无法控制地
gray /greɪ/	v.	(使) 变灰色
plump /plʌmp/	a.	丰满的, 胖乎乎的
split /splɪt/	v.	分裂, 分离
longing /'lɒŋɪŋ/	n.	渴望
companion /kəm'pæniən/	vt.	陪伴
sensible /'sensəbl/	a.	明智的
twinkle /'twɪŋkl/	n.	闪烁
hesitate /'hezɪteɪt/	vi.	犹豫
e.g. He hesitated before he answered the question because he didn't know what to say. 他在回答这个问题之前犹豫了一下, 因为他不知道说什么。		
grip /ɡrɪp/	vt.	紧握
leather /'leðə/	n.	皮革
identify /aɪ'dentɪfaɪ/	vt.	识别
e.g. I identified the jacket at once; it was my brother's. 我立即认出了那件外套, 它是我哥哥的。		