

五年制高等职业教育英语教材

英语

第五册

主编/赵俊峰 周 澍

CAREER
EDUCATION

中国人民大学出版社



One man was better than the rest.
His name was Louis Armstrong.

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主 编 赵俊峰 周 澍
副主编 王庆芝 徐笑梅
撰稿人 赵俊峰 周 澍 王庆芝 徐笑梅 郝 晶 邵国卿
柳英林 邓学历 谭小瑛 董 平 张 伟

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前 言

“五年制高等职业教育英语教材”是根据《五年制高等职业教育实用英语课程基本要求》和《普通高等专科学校英语课程基本要求》编写的。全套教材共8册(16本),其中基础阶段6册,专业阶段2册。每册又分为教科书和练习册。前6册供基础英语教学阶段使用,后2册供专业英语教学阶段使用。

本教材借鉴国内外优秀的教学理论与方法,博采众长,将实用性和知识性融为一体,将应用性贯穿始终,立足实用、打好基础、强化能力。

本教材选文题材广泛,集时代性、知识性、趣味性、思想性、信息性、前瞻性和实用性为一体,以反映当代的社会生活为主,兼顾科技、政法、文史等方面的主题,体裁多样,图文并茂。

本教材以素质教育为核心,以培养交际能力为重点,尽量处理好语言知识传授和应用能力培养的关系。此外,还系统地复习和讲授语法和语音知识。

本教材以话题为中心,主要选择实用性较强的常用话题,配合各项基本技能训练项目,多层次、多方面接触语言材料,正确使用语言,充分表达讲话者的想法。

由于编者水平与经验有限以及成书仓促等原因,书中难免有不足之处,恳请广大师生提出宝贵意见。参加本教材编写的同志还有柳英林、邓学历、谭小瑛、董平、张伟等。

编者

2003年6月

使用说明

“五年制高等职业教育英语教材”是一套供综合训练的英语教材，适用于五年制高等职业教育和其他相同层次的学校使用。全套教材共8册(16本)，其中基础阶段6册，专业阶段2册。每册由教科书和练习册组成。练习册是对教科书的补充，应和教科书配套使用。

本教材每册由10个单元组成，每单元都有一个独立的主题，有Text A和Text B两篇课文。Text A由Speaking, Reading, Writing组成，Text B为课后阅读材料。每单元后还有语法项目的总结。

编写本教材时，我们着重从以下几个方面考虑：

1. 注意教材的科学性、知识性和可读性的同时，突出语言的信息功能。在选材时，注意结合高职的特点、学生的年龄层次和知识结构等，有针对性地选取介绍外国的社会、文化、教育、风俗等方面的材料。这样，学生可以通过课文学习，既学到语言又不断扩大知识面。

2. 注意和初中教材的衔接。在语法教学方面，采取复习旧语法和讲授新语法相结合的形式。同时，尽量简化对语法条文的解释。另外，本书还采用先进的交际教学方法，让学生在练习的同时，发现并总结语法规律。

3. 在词汇教学方面，本教材同样注意与初中教材的衔接。凡是在初中英语教学大纲中出现过的词汇，本教材原则上不再列为生词。

4. 教科书和练习册的部分练习的设置注意利用录音设备，以满足英语教学条件差、师资力量不足的学生自学的需要，也有利于英语基础较差的学生学习。

5. 针对高职学校的实际情况和学生学习外语的目的，本教材对听、说、读、写、译等技能的要求尽量做到合理，并有所侧重。听、说方面的内容主要是语言的日常交际功能的基本项目；同时，本教材配以适当的笔头练习，包括英、汉对译及写作；对读的要求则略微偏重。

在编写过程中，我们参考了国内外大量的英语教材和有关资料，学习和研究了各种教材的特点，并结合高职学校的实际，经多次讨论和修改，然后定稿。

由于编者水平有限，疏漏之处敬请国内外同行和读者批评指正。

编者

2003 年 6 月

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Unit One

Music

Speaking

Do You Like Pop Music?



Do you like pop music?

- A: That's a beautiful song they are playing, isn't it?
B: Yeah, it's cool.
A: Do you like pop music?
B: Oh, yeah. What about you?
A: Me too. How do you like rap?
B: It's all right, but I'm not really crazy about it.
A: Neither am I. Do you often go to those big concerts?
B: Sometimes. I like listening to CDs better. I can't stand crowds of pushing people.
A: Yeah, I know what you mean.

New Words

- cool [ku:l] *adj.* pleasant; fine 酷
rap [ræp] *n.* a kind of music 说唱音乐
stand [stænd] *v.* bear 忍受

Phrase & Expression

be crazy about: like very much 对……着迷

Read and practice

- A: That's a beautiful song, isn't it?
B: Yes, it's cool.
A: Do you like pop music?
B: Oh, yeah. How about you?
A: Me too. How do you like rap?
B: It's all right, but I'm not crazy about it.

A Pair work

Here are some situations and lists of things you need for the situations. Work with your partner and make up the dialogues. Use the conversation above as a guide.

1. a beautiful piece of music / pleasant / pop music / jazz / not like
2. a wonderful concert / nice / listening to records / pop songs / not crazy about
3. a pleasant song / wonderful / folk songs / rock music / noisy
4. a nice music / beautiful / pop music / classical music / boring

B Group work

Look at the list of things below. Mark your own likes and dislikes with a check (✓). Ask two other people about their likes and dislikes.

Type of music & songs	love	like	OK	don't really like	hate / can't stand
<i>Classical music</i>					
<i>Pop music</i>					
<i>Jazz</i>					
<i>Folk music</i>					
<i>Pop songs</i>					
<i>Opera</i>					

Reading

Text A Music and Driving



Some music can be dangerous, especially in a heavy jam or on motorways.

You like music, don't you? Have you ever thought of the relationship between music and driving? It's true that music may calm down the excited feeling but it can also damage your health when you are driving. Recent search shows that loud music seriously affects a driver's attention. Some psychologists have warned that some music can be dangerous, especially in a heavy jam or on motorways.

There are two extremes in music, both of which can lead to

danger. Loud music can result in crazy driving. Pleasant music can relax a driver into sleep.

The British Automobile Association, which is concerned with road safety, studied the relationship between serious accidents and music. It found that men in the 17 ~ 25 group were the most dangerous group. It also found that this group listens to music seventy percent of the time.

Music, when played loudly, can cause belligerent attitude. The speed of driving is governed by the speed and beat of music.

In experiments, volunteer drivers who listened to loud music said that, although they didn't feel like to drive fast, they did find themselves driving faster. The same drivers, when listening to slow music, admitted that they often found their attention wandering.

Simon, eighteen, said, "The fast rock music is fatal. I found myself going faster and faster without even realizing it."

Another volunteer said, "I was speeding along singing and didn't see or hear the fire engine that was trying to overtake me."

Other comments included: "I get lost in my own thoughts. . . ." "Not hearing other vehicles is a problem. . . ."

Slower music can change a person's brain pattern, bringing about a feeling of well-being. A state of relaxation might be good for us at most other times, but not when driving a car. A psychologist warned: "The greatest danger is fatigue. Some music can make you into sleep, which can cause horrible accidents."

"It's a matter of selecting your music to suit the conditions. Exciting music can be useful on long, boring roads but when traffic conditions are difficult, or traffic is heavy, it can distract you."

There is, however, a good point a psychologist pointed out: "If some music affects our ability to drive safely, then the opposite is also true. Carefully selected music can improve our driv-

ing. For instance, if we could get young male drivers listen to Mantovani, they would probably slow down. Sadly, I don't think I could persuade many of them to listen, though."

Besides, high-tech systems in our cars also cause accidents. A recent traffic and road reports showed that almost forty per cent of minor road accidents were caused by people taking their eyes off the road to change a cassette!"

So remember, if you like music, do it slowly, especially if you're driving, then we can all "play" on.

New Words

relationship [ri'leiʃənʃɪp] *n.* state of being connected 关系

affect [ə'fekt] *v.* produce an effect on 影响

psychologist [saɪ'kɒlədʒɪst] *n.* expert in psychology 心理学家

extreme [ɪk'stri:m] *n. & adj.* feeling as far apart as possible 极端; 极端的

relax [rɪ'læks] *v.* become less tight 放松

relaxation [rɪ'læks'eɪʃən] *n.* the state of being less tense 放松

beat [bi:t] *n.* strong rhythm of music 节奏

wander ['wɒndə] *v.* roam or go away 走神; 分心

fatal ['feɪtəl] *adj.* causing death 致命的

speed [spi:d] *v.* drive or go faster than the speeds allowed by the law 违章超速驾驶或行驶

overtake [əʊvə'teɪk] *v.* go and pass 超过

vehicle ['vi:ɪkl] *n.* means of transport 交通工具

well-being ['wel-bi:ɪŋ] *n.* state of being healthy, happy, etc. 健康

fatigue [fə'ti:ŋ] *n.* tiredness 疲惫

opposite ['ɒpəzɪt] *adj.* contrary; different 相反; 不同

distract [dɪ'strækt] *v.* take one's attention away 分散注意力

persuade [pə'sweɪd] *v.* cause sb. to do sth. 说服, 劝说

high-tech [haɪ-tek] *adj.* involving high technology 高科技的

minor ['maɪnə] *adj.* smaller or less serious 小的

cassette [kə'set] *n.* small sealed case containing a magnetic tape 磁带

Proper Nouns

the British Automobile Association 英国汽车协会

Mantovani 曼托瓦尼

Phrases & Expressions

calm down: make sb. calm 使……平静

lead to: cause 导致; 引发

result in: lead to 导致; 引发

be concerned with: worry about 担忧

find oneself 发现自己

get lost in: be in a state of 陷入

bring about: cause 导致

at other times: on other occasions 在其他时候

a matter of: a problem of 是……问题

point out: direct attention to 指出

slow down: make... slow 减速

Notes to the Text

1. There are two extremes in music, both of which can lead to danger. 在音乐方面有这两种极端都可能导致车祸。
2. ...they did find themselves driving faster. find oneself 表示发现自己处于某种状态。
3. ...do it slowly, especially if you're driving, then we can all "play" on.
在开车的时候,最好听一些舒缓的音乐,这样你就可以一路听下去而不会出车祸。



Post-reading

I. Understanding the outline of the text.

1. Introduction (Para. 1)

Music may calm you down but it can also _____ danger.

2. The relationship between music & driving (Para. 2 ~ 12)

Two _____ of music on driving (Para. 2 ~ 11)

_____ music system (Para. 12)

3. Conclusion (Para. 13)

Be careful when _____.

II. True or False?

- () 1. Listening to fast and loud music when driving is very dangerous.
- () 2. Slow music is helpful to drivers when driving.
- () 3. Men between 17 & 25 are the most dangerous group.
- () 4. The speed of driving is governed by the speed of music.
- () 5. Fast music may play a positive role in safe driving.
- () 6. High-tech is mainly responsible for the growing car accidents.

III. Divide the class into several groups and discuss the following topic "Advantages and disadvantages of music while driving". Come up with an oral report after that.



Using words

I. Say the following aloud in English.

- | | |
|---------------|------------|
| 1. 交通拥挤 | 2. 带来危险 |
| 3. 音乐与驾车之间的关系 | 4. 音乐的节奏 |
| 5. 陷入沉思 | 6. 舒适愉快的感觉 |
| 7. 高级音响系统 | 8. 交通小事故 |

II. Match the words with their meanings.

- | | |
|-----------------|--------------------|
| () 1. affect | a. contrary |
| () 2. overtake | b. small |
| () 3. persuade | c. try to pass |
| () 4. minor | d. make less tense |
| () 5. opposite | e. influence |
| () 6. fatal | f. causing death |
| () 7. relax | g. try to convince |

III. Complete the following sentences with the above. Change forms if necessary.

- 1. Listening to music can _____ ourselves.
- 2. He has got a _____ disease.

3. My opinion is _____ to yours.
4. You should try to _____ her to come out with us.
5. The change in climate may _____ your health.
6. He played a _____ role in this film.
7. It's dangerous to _____ other cars on a narrow road.

IV. *Choose the best words to complete the following sentences. Change forms if necessary.*

1. damage, destroy, harm, ruin

Was he _____ in the accident?

You have _____ my life.

Recently, our TV set was _____ by my little daughter.

The severe windstorm has _____ my garden.

2. hurry, speed

This medicine will help _____ her recovery.

_____ up, or we'll be late.

V. *Write out some common musical instruments.*

- | | |
|------------------------|------------------------------|
| 1. _____ (钢琴) | 2. _____ (吉他) |
| 3. _____ (小提琴) | 4. _____ (drum) |
| 5. _____ (mouth organ) | 6. _____ (electric keyboard) |

VI. *Write out some different kinds of music.*

- | | |
|-----------------------|----------------------------|
| 1. _____ (流行音乐) | 2. _____ (爵士乐) |
| 3. _____ (轻音乐) | 4. _____ (classical music) |
| 5. _____ (folk music) | 6. _____ (country music) |

Using language forms

I. *Read and choose the correct one to complete the following tag questions. Summarize the rule if possible.*

hasn't he, isn't it, don't they, doesn't it, didn't you, can't I, weren't they

1. It's a nice day, _____?
2. They like it, _____?
3. It works, _____?