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全国高等院校创新型“十二五”重点规划教材

新编

大学实用英语

2

主 编 曹晓慧 林 琳



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编写说明

《新编大学实用英语》综合教程是根据教育部颁布的《高职高专教育英语课程教学基本要求》编写的一套供职业类大学使用的英语教材。本教材旨在使学生通过系统学习,在英语语言知识,应用技能,学习策略和跨文化交际方面能够达到《基本要求》中所规定的内容。

一、本系列教材的编写原则

1. 以《基本要求》为依据,重点培养学生英语综合应用能力。
2. 以人为本,因人而异,始终考虑使用对象的现有英语水平和实际学习需求。
3. 充分体现以“实用”为主、“应用”为目的的教学目标。强调其选材的思想性、知识的实用性和内容的趣味性,并注重对创新精神和实践能力的培养。特别是实用英语写作部分,突出英语应用能力的训练,涵盖了《基本要求》中所提到的各种信函、个人简历、产品介绍、说明书、广告、应用文写作等。

二、本系列教材的基本框架

本系列教材共有四册,一至三册为基础英语,第四册为专门用途英语。

基础英语每册包括:

《新编大学实用英语》综合教程

《新编大学实用英语》教学参考书

《新编大学实用英语》练习册

《新编大学实用英语》教学光盘

专门用途英语根据专业所开的主要课程编写,如:计算机英语、商务英语、文秘英语、旅游英语、护理英语等。

专门用途英语每册2本:学生用书和教学参考书。

三、本系列教材特色

《新编大学实用英语》综合教程，其基本特色为“设计新颖”、“主线明确”、“强调实用”三个方面：

1. 设计新颖

本系列教材吸取先进的教学理念和方法，符合语言学习规律，恰当充分地利用现代化教育技术手段。光盘和课件的设计，力求形式活泼、新颖、实用。考虑到有的学校没有完全配备多媒体教室，因此也录制了磁带，做到即使不在多媒体教室上课，也可用磁带在普通教室上课。

2. 主线明确

本系列教材编者洞察学生的英语水平和学习需求之实，坚持教材编著与设计的基本原则以“单元话题为主线”和“学习任务为主线”。即在一个单元中设几项语言活动任务，围绕一个主题展开，以其达到学生接受语言信息输入的效果。特别是语法和应用文写作的编排上，尽量做到理论阐述简之又简，实训练习则涵盖各知识点。

3. 强调实用

本系列教材的基本指导原则是“实用为主，够用为度，以应用为目的”。因此，教材紧扣高职高专学生的职业特点，在注重文化教育，人文教育的基础上，选材突出了与学生的学习、生活及日后就业密切相关的内容。如第一册围绕生活、交际方面选材；第二册围绕学习、科研方面选材；第三册围绕工作、就业、创业方面选材。

每单元第一页设有学生成绩评价表，让学生学习一课后对自己作出评价，学一课收获一课，使学生有成就感。

四、教材内容

《新编大学实用英语》综合教程每一册含8个单元，每单元由五部分组成，围绕一主题选材，中心突出，层层展开，环环相扣，由浅入深，循序渐进。五部分为(以第一册为例)：

Section I Communicating

(A. Opening your mouth B. Looking and Thinking C. Talking Together)

Section II Intensive Reading

(Passage A, Passage B)

Section III Building your English

第一册此模块内容为: (1. Enriching Your Words and expressions 2. Grammar Tips 3. Practice Writing)

第二册为: 阅读技巧、应用文写作技巧训练;

第三册为: 阅读技巧、英语写作技巧、大学应试英语训练。

Section IV Extending English

Section V Fun in Learning

《练习册》每一册含 8 单元。每单元包含两部分:

第一部分是课文知识的巩固练习, 针对课文中的重点词汇、句子结构、单元主题等设置了 Word Building, Vocabulary and Structure, Reading Comprehension 三个模块的练习。

第二部分练习的编写, 作者借鉴了《高等学校英语应用能力考试 A, B 级》的一些题型, 希望能为学生参加考试做好铺垫。

《教师用书》为教师提供了每单元的相关知识背景介绍、重点词汇的讲解示例、难句的解析、语法、写作的补充材料、课文参考译文、学生用书和《综合实训》的参考答案。

本教材聘请从事高职高专教育多年的资深教授和一线主干教师编写。在编写过程中得到了广大院校英语教学名师及美籍专家 Jim Edgcomb 的鼎力相助和指导, 在此谨致谢忱, 也恳请广大院校和读者在使用教材的过程中对所发现的不当之处给予批评指正。

编 者

前言

《新编大学实用英语》综合教程第二册, 共计 8 个单元, 每单元围绕一主题选材, 中心突出, 层层展开, 环环相扣。编写由浅入深, 循序渐进, 符合英语学习的认知规律和《高职高专教育英语课程教学的基本要求》。

教材由五部分构成。其中主要部分为:

Section I Communicating: 该模块提供了同一主题, 不同场景的对话和形式各异的口语练习, 根据主题提示和任务要求驱动课堂语言活动, 让学生模拟和创编对话, 以训练学生用语言解决实际问题的能力。

Section II Intensive Reading: 该模块提供了 2 篇同一主题的文章。主课文围绕生活、交际方面选材, 不仅注重时代性、知识性和趣味性, 还注重体现其思想性和实践性。如: Education, Cultural Diversity, House and Home, Love and Marriage, Fashion 等。

Section III Building Your English

该模块为: 阅读技巧、应用文写作技巧训练。

“Reading Skills”部分, 主要对阅读理解、阅读技巧进行较系统的介绍。

“Practical Writing”系统地介绍了应用文的写作方法, 提供了应用文范文, 应用文模拟写作及翻译练习。

《综合实训》共 8 单元。每单元包含两部分:

第一部分是课文知识巩固练习。针对课文中的重点词汇、句子结构、单元主题等设置了 Word Building, Vocabulary and Structure, Reading Comprehension 三个模块的练习。

第二部分练习的编写, 作者借鉴了《高等学校英语应用能力考试 A, B 级》的一些题型, 希望能为学生参加考试做好铺垫。

《教师用书》为教师提供了每单元的相关知识背景介绍、重点词汇的讲解示例、难句的解析、语法、写作的补充材料、课文的参考译文、学生用书和《综合实训》的参考答案。

本教材还配有教学光盘。

本教材由曹晓慧, 林琳任主编。邱陵涛 (Unit One); 刘萍倩 (Unit Two); 何芳 (Unit Three); 黄卫军 (Unit Four); 曹晓慧 (Unit Five); 赵新明 (Unit

Six); 林琳 (Unit Seven); 万海玉 (Unit Eight) 等任编者。

编者在编写过程中得到了许多专家的指导和同行们的帮助、指点, 也借鉴和参考了部分优秀教材, 在此一并致谢。

因编者水平有限, 疏漏之处在所难免, 恳请广大同仁批评斧正。

编 者

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Unit One

Education

Learning Focus ►

- ★ Be able to talk about how education occurs.
- ★ Master new words and expressions and know how to use them.
- ★ Get to know some Reading Skills.
- ★ Learn how to write Letters.

Self-evaluation ►

After learning this unit, I have grasped

Items \ %	100	80	60	Below 50
Words				
Comprehension				
Reading				
Writing				

Section I

Communicating

A. Opening your mouth

Dialogue One

Student: Miss Wang, I... I want to take part in the English speaking competition.

Teacher: Really? That is great.

Student: But I am not very confident about my oral English.

Teacher: Look, I hope you could be courageous. Speaking is really important for an English learner because it gives you a chance for rehearsal practicing the real skill of speaking as a preparation for using it outside the classroom. And when you speak, using all and any language you know, it provides valuable feedback about your language knowledge.

Student: Yes, I see. I will have a try.

Teacher: Just try your best. The result is not so important than the procedure.

Student: I wonder which topic should I chose?

Teacher: Anything you are interested in is OK.

Student: OK, I'll do my best. Thanks, Miss Wang.

Dialogue Two

Louise: Do you want to make your life successful?

Li Dai: I guess many of us do.

Louise: Do you think that one's character is related to one's success?

Li Dai: I can't answer it exactly, but I know everyone has his characters—personal qualities.

Louise: Well, what words will you use to describe yourself?

Li Dai: I think I'm confident, careful and curious, but a little shy.

Louise: What's your dream?

Li Dai: My dream is to be a scientist or a teacher.

Louise: I think your dream is great.

Li Dai: Really? What kind of person do you think you are?

Louise: I'm competitive, independent and humorous.

Li Dai: Well, maybe you can be an explorer or a leader.

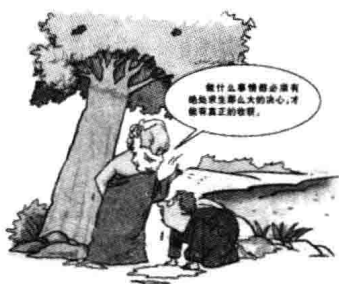
Louise: I hope so, Let's work hard and realize our dreams together.

B. Looking and Thinking

○ Match the key words or expressions with pictures 1 – 4. Work in pairs to describe one picture you like best by using the words and phrases given.



(1)



(2)



(3)



(4)

- A. online education
- B. class teaching
- C. an educator in ancient china
- D. primary education

- E. a famous philosopher in the west
- F. the university of old age
- G. initiator of Confucianism
- H. Mr. Socrates

- (1) _____
- (2) _____
- (3) _____
- (4) _____

C. Talking Together

○ I. Work in pairs to practice the following conversation by using the proper responses given below.

Mother: Hey Honey, I'm home!

Son: Hi mom!

Mother: What did you do all day?

Son: Nothing.

Mother: Have you been (1) all day again?

Son: No, I haven't!

Mother: Then how do you explain this?

Son: Oops! You caught me.

Mother: How dare you lie to me?

Son: I didn't lie to you mom! You asked me if (2) all day, but I haven't, I've only been playing for a little bit.

Mother: You are just making excuses, I know you must have been playing for a long time. You have forgotten (3) me last time?

Son: No, I have not, but I've only been playing for a little while I promise! I've been studying and (4) the rest of time.

Mother: Ok, then where is your (5)?

Son: Well... I don't have them, because I was just memorizing, I didn't write anything down.

Mother: Ok, that's it, I'm tired of your lying. You are not telling me the truth and you know it! From now on, you are not allowed to (6) for a week except for homework. If it happens, it will be under my supervision.

- a. go on the computer
- b. playing games
- c. research and where is your homework
- d. I've been playing games
- e. how you promised
- f. doing research

○ II. Work in pairs and make a dialogue according to the Cue Cards given below.

Cue Card A

Situation: Your school will hold an English speaking competition. You have a strong desire to take part in it, but you lack courage.

Speaker A: A student who wants to have his name enrolled in the competition.

Tips for speaking

- Express your desire.
- Express your worries.

Cue Card B

Situation: Your school will hold an English speaking competition. You have a strong desire to take part in it, but you lack courage.

Speaker B: A teacher who is trying to encourage A to have a try.

Tips for speaking

- Show your understanding.
- Encourage your student.

Section II

Intensive Reading

Passage A

Schooling and Education

1. It is commonly believed in United States that school is where people go to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

2. Education is much more open-ended and all inclusive than schooling.