



高职高专“十一五”规划教材

总主编 蒋秉章
主 编 姜荷梅 金 阳



Contemporary 当代应用英语 教师用书 Practical English 2



华东师范大学出版社



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目 录

Unit 1	College Life	1
Unit 2	Belonging to the Net	28
Unit 3	Man's Special Friends	59
Unit 4	Success Retail Stories	92
Unit 5	Facing Terrorism	121
Unit 6	Confidence Can Help	151
Unit 7	Afraid of Bird Flu?	179
Unit 8	Your Animal Signs and Personality	211

Unit 1 College Life

I. Suggested Teaching Plan

Teaching Objectives	After studying this unit, students are expected to be able to: 1. identify fractions and follow a speaker by listening for key words and phrases; 2. talk about college life; 3. understand the main ideas of Passage 1 and Passage 2, and master the useful sentence structures and words and expressions in the two passages; 4. know how to use the infinitive; 5. know how to write an email.	
Teaching Procedures	1. Warm-up	15 minutes
	2. Listening	60 minutes
	3. Speaking	25 minutes
	4. Passage 1	150 minutes
	5. Passage 2	40 minutes
	6. Grammar	35 minutes
	7. Writing	25 minutes
	8. Follow-up	10 minutes

III. Class Presentation

Warm-up

Objective:

☞ Students can express their own ideas by relating to the pictures.

Time: 15 minutes

Procedure:

- ☞ Students have been in college for half a year now. To warm up, ask the class "What do you think college life is like?" If some students respond to your question, write their responses on the board. Then have students look at the pictures and talk in pairs about the pictures.
- ☞ If possible, let students sit face to face. Out of the six pictures they choose at least three which they feel confident about discussing. They then take turns to tell their partner about these pictures.
- ☞ Walk around the class and give help when needed.
- ☞ Ask if anyone has been in any of the situations shown in the pictures. If so, encourage them to tell the class what happened.

**PAIR WORK**

Look at the pictures. Discuss with your partner where the people are and what they are doing in each picture. Do you have the same experience as shown in each picture?

Listening

Objectives:

- ☞ Students are able to understand and write down the fractions they hear.
- ☞ Students are able to catch key words from listening to a passage or a dialogue.

Time: 60 minutes

Procedure:

- ☞ Tell students the exercises in Part I are designed to understand fractions.
- ☞ Tell students the listening materials in Part II are theme-related.
- ☞ Tell students how to catch key words while listening.



Part I Listening Strategy 1

Identifying Fractions

Procedure:

- ☞ Tell students what fractions are and how to read the fractions by looking at the given example.
- ☞ Students listen to the ten sentences in L1 once and write down the fractions.
- ☞ Students listen to another ten sentences in L2 once or twice and write down the fractions.
- ☞ Ask students to check the answers in pairs first and then check the answers with the whole class.

L1

Listen and look at the following sentences. Write down the fractions in the brackets.

Key:

1. $1/3$ 2. $2\frac{1}{2}$ 3. $1\frac{3}{5}$ 4. $2/5$ 5. $2\frac{3}{5}$ 6. $3\frac{3}{4}$ 7. $28\frac{1}{3}$ 8. $1/2$ 9. $9/10$
10. $1\frac{4}{5}$

L2

Listen to the following sentences carefully and write down the fraction in each sentence you hear.

Key:

- | | |
|---|---------------|
| 1. Three out of five students are overweight. | $3/5$ |
| 2. I would like half a kilo of bananas. | $1/2$ |
| 3. John wants to have two thirds of the cake. | $2/3$ |
| 4. A tenth of the harvest is destroyed. | $1/10$ |
| 5. I almost waited three quarters of an hour for him. | $3/4$ |
| 6. Three students out of ten were absent. | $3/10$ |
| 7. Two fifths of the world's population doesn't have enough to eat. | $2/5$ |
| 8. Three fiftieths equals six hundredths. | $3/50, 6/100$ |
| 9. Do you know how much is five twelfths plus two fifths? | $5/12, 2/5$ |
| 10. One tenth of the cars in the parking lot are blue. | $1/10$ |
| 11. Half of the students were late because of the Football World Cup. | $1/2$ |



- | | |
|--|------|
| 12. A quarter of the employees in this company are women. | 1/4 |
| 13. Mary has finished reading two thirds of her 300-page book. | 2/3 |
| 14. Over nine tenths of China's inhabitants belong to the Han nationality. | 9/10 |
| 15. Only one fifth of the passengers survived the air crash. | 1/5 |

Part II Listening Strategy 2

Identifying Key Words

Note:

In listening, it's impossible for us to hear everything that is said to us. And it's not usually necessary or even possible to understand every word while listening. It is important to determine what is most important in a dialogue or a passage by selecting the key words and phrases. Listening for the key words, especially the nouns and the verbs, helps to understand a speaker. Several exercises in this unit have been designed to help the students identify the key words and phrases in the hope that they will finally be able to identify key words by themselves.

Passage

David Is Enjoying His Campus Life

Procedure:

- ☞ Explain the aim of the exercises briefly.
- ☞ Tell students how to identify key words while listening.
- ☞ Students listen to the short passage in L3 once and give brief answers to the questions.
- ☞ Check the answers in class.
- ☞ Students look at the key words provided in L4 and make sure they hear them while listening.
- ☞ Students retell the story by using the key words.

L3

Listen to a short passage and give brief answers to the following questions.

Key:

1. At college. 2. Preview his lessons. 3. The library. 4. After school. 5. Campus life.

- L4** The following are the key words and phrases from the passage. Look at them and see if you can catch them while listening. When you can catch them, try to retell the passage by using these key words.

David — at college — finds — college life — not — what — he — imagined / has — free time — preview — lessons — before class / evening — goes — library — surfs — Internet — information / no one — tells — do this — that / do — whatever — he — likes / enjoying — campus life — college — offers — activities — enrich — experience

Tapescript:

David is now at college and finds that college life is not what he imagined. He has much more free time, but he should preview his lessons before class. In the evening he sometimes goes to the library or surfs the Internet for some information related to the subjects. Now no one tells him to do this or to do that. He can do whatever he likes after school. He is enjoying his campus life because college offers a wide variety of activities which can enrich his college experience.

Conversation

I Want to Get Started as Soon as Possible

Procedure:

- ☞ Refer to the new words in the box if necessary.
- ☞ Students listen to the conversation once, or twice if necessary.
- ☞ Students do the exercise of L5 after listening.
- ☞ Check the answers with the class.
- ☞ Students look at the key words provided in L6 and make sure they hear them while listening.
- ☞ Students listen to the passage once more and fill the missing words in the blanks.
- ☞ Check the answers with the class.

- L5** Listen to a conversation between two students and choose the best answer for each of the following questions.

Key:

1. D 2. C 3. D 4. D 5. C

L6

The following are the key words and phrases in the dialogue. Listen again and make sure you can catch them. Listen to the dialogue yet again and fill the missing words or phrases in the summary given below. Try not to look at the key words provided.

Key:

- 1) campus bookstore 2) textbooks 3) one 4) literature 5) need 6) notices
7) students 8) selling 9) worry 10) begin

Tapescript:

Lily: Hi, Bill. Just look at all those books. You must be coming from the campus bookstore?

Bill: Hi, Lily. I have to get some textbooks for my classes. I've got all but one.

Lily: Why? Was it sold out?

Bill: Yes, so I guess I'll have to wait a few days. Unfortunately that's the one I'm badly in need of right now.

Lily: How come?

Bill: It's for a literature course and there's a lot of required reading. I want to get started as soon as possible.

Lily: Why don't you check the notices on the student bulletin boards? Some students might be selling their books from last year.

Bill: Yeah, that's a good idea. I don't mind getting a used one.

Lily: Anyway, don't worry. Classes don't begin until next week. I'm sure you'll have your book by then.

Bill: I hope so.

Passage

The Teacher Caught Me Cheating

Procedure:

- ☞ Explain the new words in the box if necessary.
- ☞ Students listen to the story once and do the True or False exercise of L7 after listening.
- ☞ Check the answers with the class.
- ☞ Students listen to the story once again and do the exercise of L8 while listening.
- ☞ Check the answers with the class.
- ☞ Students have a discussion on the talking points in L9.

L7 | Listen to the narrator telling us his own experience of cheating and decide whether the following statements are true (T) or false (F).

Key:

1. T 2. F 3. T 4. T 5. T 6. F 7. F 8. T 9. T 10. T

L8 | Listen to the story again and fill the missing words in the blanks.

Key:

1) test 2) party 3) study 4) way 5) tried 6) help 7) cheating 8) deskmate
9) finishing 10) satisfied 11) teacher 12) highest 13) impressed 14) hard-working
15) mistake 16) copied 17) eyes 18) embarrassed 19) again 20) classmates

L9 | DISCUSSION

Discuss the following questions with your partner.

1. What would you do if you saw someone cheating in an exam?
2. Tell the cheating tricks that some students play nowadays.
3. Do you think cheating is on the rise? Why/why not?

Speaking

Objectives:

- ☞ Students are able to do retelling by using the key words given.
- ☞ Students can express their ideas using the relevant words and expressions in the two conversations or using the expressions provided.

Time: 25 minutes

Procedure:

- ☞ Explain the new vocabulary if necessary.
- ☞ Books closed. Ask students the following questions before playing the conversation.

What are the two speakers talking about? (A part-time job.)

What will Mary do during her summer holidays? (Work at McDonald's.)

Why will Jack work during his summer vacation? (To earn money for his next semester's tuition.)

- ☞ Books open. Present the conversation line by line and students repeat.
- ☞ Students work in pairs and read the dialogues.
- ☞ Students work in pairs and do the retelling.
- ☞ Go round the class listening to students' retelling and pick out really good ones to be presented for the class.
- ☞ For the survey in S3, ask two groups to report their results of the survey to the class.
- ☞ Let students have a look at the expressions given in S4.
- ☞ Encourage students to air their views on having part-time jobs.
- ☞ If there is time, get selected students to give a presentation to the class.

S1

Listen and read the conversation.

Tapescript:

Jack: Hey, Mary, what are you so excited about?

Mary: I've found a part-time job at a McDonald's.

Jack: Congratulations! You can have hamburgers every day then.

Mary: No, only at weekends. Now I can earn my own pocket money. What are you planning to do this summer?

Jack: I will work to earn some money for next semester's tuition.

Mary: Well, if you want a summer job it's just about time to start looking.

Jack: You know I have been working part-time for a year now. I'm a part-time salesman.

Mary: Selling something to others is interesting.

Jack: But it's hard. You have to go from door to door, persuading people to buy your products.

Mary: I think there is no job in the world that is easy.

Jack: That's true.

Mary: Do you think having a part-time job affects your studies?

Jack: It's hard to say. It depends on how you arrange your time. If you manage your time well, you can study just as well.



S2

Retell the main idea of the conversation using the key words given below.

Mary — excited / found — part-time job — earn — pocket money / Jack — work — earn money — tuition / working — part-time — salesman — year / finds — hard — sell — others / go — door to door — persuading — buy — products / thinks — having — part-time job — not — affect — studies — manage — time

Key:

Mary is very excited. She has found a part-time job and can earn her own pocket money now. Jack will work to earn money for his next term's tuition. He has been working part-time as a salesman for a year. He finds it hard to sell something to others. He has to go from door to door, persuading people to buy his products. He thinks having a part-time job won't affect his studies if he can manage his time well.

Reading

Passage 1

Pre-reading

Objectives:

- ☞ Students know some difficult words needed to understand the reading text.
- ☞ Students can answer the questions on the text.
- ☞ Students are able to do the exercises related to the text.

Time: 150 minutes

R1

Look at the title and the picture. What do you think living in a dorm is like?

Time: 5 minutes

Procedure:

- ☞ Use the pre-reading question and the picture to stimulate a short, general class



discussion on what students think a dorm life is like.

☞ Ask students to read the passage through and find the answer to the question.

While-reading

R2 | Read the passage and try to find out the answer to the question.

Time: 55 minutes

Procedure:

- ☞ Discuss the text with students.
- ☞ Explain the new words and the usage of some important vocabulary.
- ☞ Explain difficult points and sentences if necessary.
- ☞ Ask students for the answers to the questions on the text.

Key to the questions:

1. Because you will live in the dorm and share what is in it with several students.
2. Because they have many classes, studying hours and extra-curricular activities that are scheduled for them.
3. They may become best friends.
4. You can talk with your roommates about who will do what and when to do it.
5. Be flexible and be considerate of your roommates.
6. You should be patient and willing to compromise.

Post-reading

R3 | Complete the following sentences according to the information given in the passage.

Time: 10 minutes

Procedure:

- ☞ Students complete as much of the exercise as they can without rereading. They can compare their answers with a partner's before going back to the text to check.
- ☞ Check students' answers in class.

Key:

1. *routines and daily life habits.*
2. *space, bookshelves, bathrooms with others.*
3. *a full-time student.*
4. *exciting and frightening.*
5. *discuss and talk to your roommates about it.*

6. *patience, compromise, and giving.*

R4 | GROUP WORK

Discuss the following questions in groups.

Time: 15 minutes

Procedure:

- ☞ Divide students into groups of four.
- ☞ Present questions 1, 2 and 3 and encourage students to give their comments.
- ☞ Groups take turns sharing some of the interesting or important ideas they discussed.
- ☞ Go round the class, helping where necessary.
- ☞ For question 4, call on any student who would like to share his/her interesting dorm life story with the class.

1. Do you think living away from home will be an important experience in your life? If so, give your reasons.
2. How can you get along well with your roommates?
3. Who do you turn to for help when you have trouble in college? Why?
4. Tell your classmates one of your dorm life stories.

Language Points:

Paragraph 1

1. **survive:** v.

1) to manage to deal with sth. difficult or unpleasant 从(困境中)挺过来;艰难度过

【例句】*I don't know how I ever **survived** school.* 我不知道我是怎样度过学生时代的。

*Don't worry about Jack — he'll **survive**.* 别为杰克担心,他会挺过来的。

2) to continue to live or exist 存活;继续存在

【例句】*Of the seven people injured in the traffic accident, only two **survived**.* 有七人在交通事故中受伤,只有两人活了下来。

*This custom has **survived** from earlier times.* 这个风俗是从早期留存下来的。

【派生】survival *n.* 存活;幸存;survivor *n.* 幸存者;挺过困难者

2. **You will be entering a new time in your life.** 你们即将步入人生的新时期。(Para. 1)

You will more than likely be sharing a small room with a few strangers. 你将很有可能与几个陌生人同住一个小房间。

这两句均使用了将来进行时。英语中,将来进行时常常用来表示预计将要发生或肯定会发生的事。

【例句】**Be sure to come. We'll be expecting you.** 请务必来,我们会等你们的。

如果是指不确定的时间,将来进行时与一般将来时往往没有太大区别。

【例句】**Don't get impatient. She will be coming / will come soon.** 不要不耐烦,她就要到了。

3. **Every student that goes to college and lives in a dorm does have their own routines and daily life habits.** 每个上大学住寝室的学生都有自己的做事常规和日常生活习惯。

在行为动词作谓语的句子中,常用 do 强调谓语动词。在肯定句中可以用 do(单数第三人称用 does,过去时用 did)来表示强调,一般译为“务必、一定、确实、的确”等。这个结构也可以用于强调祈使句。

【例句】**He does look young.** 他看上去确实年轻。

Do stay and have dinner with us. 请留下来与我们共进晚餐。

4. **routine:**

n. the normal order and way in which you regularly do things 常规,惯例;例行公事

【例句】**One must have routine in one's life.** 一个人的生活必有一定的规律。

Make exercise a part of your daily routine. 让锻炼成为你日常生活的一部分。

a. done as a normal part of a particular job, situation or process 常规的;日常的

【例句】**routine task / check** 日常任务/常规检查

It's just a routine medical examination. 这只是例行的医疗检查。

5. **over-sized; a. bigger than the normal size** 过大的;大得超过正常尺寸的

【例句】**oversized books / furniture** 特大的书/家具

1) **over-**是前缀,意为“太,过于”,用以构成名词、动词、形容词和副词。

【例句】**overpopulation / overcook / overconfident / overmuch** 人口过剩/煮得过熟/过于自信的/过度地;太多地

2) **over-sized** 是由“副词+过去分词”构成的合成形容词。

【例句】**overexcited / overpriced** 过于激动的/定价过高的,类似的有, **well-known / widespread** 著名的/广泛的

6. **share**: v.1) (**share sth. with sb.**) to use sth. at the same time as sb. else 合用【例句】*Susan shares a dorm with three other students.* 苏珊与另外三个学生同住一个寝室。*There isn't an empty table. Would you mind sharing?* 没有空餐桌。你介意与别人合用吗?2) (**share sth. with sb.**) to give some of what you have to sb. else; to let sb. use sth. that is yours 分享; 共享【例句】*The student center is a good place to share information and exchange ideas.* 学生中心是互通信息、交流思想的好场所。*Michael shared his chocolate with other kids.* 迈克把他的巧克力和其他孩子一起分着吃了。7. **You will have to remember ... , having to share space, bookshelves, bathrooms with those ...** 你必须记住……必须和那些……分享空间、书架和浴室。

斜体部分是现在分词短语作状语, 表示伴随状态, 相当于连接的并列句 (and have to share ...)。

【例句】*Mary was lying on the sofa, reading her fashion magazine.* 玛丽躺在沙发上, 在看时装杂志。*All night long he lay awake, thinking of the problem.* 整个晚上他都醒着, 思考着这个问题。

Paragraph 2

8. **full-time**: a./ad. for all the hours of a week during which people normally work or study 全日制的; 全职的【例句】*a full-time student / employee / job* 全日制学生/全职雇员/全职工作*She works full-time and still manages to run a home.* 她做全职工作, 但仍能照顾好家庭。

full-time 是由“形容词+名词”构成的合成形容词。

【例句】*full-color* 全色的 / *full-length* 全身的。类似的有, *high-class* 高级的 / *quick-service* 快速服务的

【派生】full-timer 全日制工作者; 全职人员 【反义】part-time 业余的

9. **adjust (to sth. / to doing sth.) , adjust (oneself to sth.)**: to get used to a new situation by changing the way you behave and/or think 适应; 习惯