



二十一世纪全国高等职业院校实用英语教材

New Practical  
College English

新编大学实用

英语教程



学生用书

第2册

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对外经济贸易大学出版社  
University of International Business and Economics Press



二十一世纪全国高等职业院校实用

# 新编大学实用



## 英语教程

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**新编大学实用英语教程学生用书 第2册**  
**New Practical College English**

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# 前言

为了提高高职高专英语的教学质量,进一步实施教育部“高等学校教学质量 and 教学改革工程”,加速实现与国际英语教学的接轨,我们结合当前国内外英语教学的实际情况,特邀美国伊利诺伊州长州立大学文理学院原院长Roger K. Oden教授担任总审校、首都师范大学外国语学院林立教授为总主编、北京大学赴美学者于义平先生为总策划,同时组织了一批来自全国高职高专院校的教授和骨干教师,共同参与编写,在反复探讨、研究的基础上,数易其稿,最终编写出这套科学的、实用的《新编大学实用英语教程》。

本教程具有如下特点:

## 全面涵盖 梯次科学

**紧扣纲要 系统全面** 编者严格按照教育部颁布的《高等学校英语应用能力考试大纲》和《高职高专教育英语课程教学基本要求》进行编写。全套教材共分四册,每册由学生用书、教学参考书、练习册、多媒体教学光盘、电子教案、录音磁带等六个部分构成。它涵盖了《高职高专教育英语课程教学基本要求》所要求掌握的实用英语语言知识和技能。

**体例科学 统筹安排** 教程的主体部分按照话题和功能、课文学习、综合练习和写作训练的体例进行编排,兼顾英语学习的听、说、读、写、译五方面要素。每个单元两个语篇,内容与单元话题一致。Text A为一般性阅读材料,作为精读课文。Text B为应用性阅读材料,作为泛读课文。

**由浅入深 梯次渐进** 本套教材对内容的难度、梯度都进行了较为科学的设置。文章以一般性阅读材料为主,在文章的长度和生词量的设计上梯次递进。在课文长度的安排上,第一册分8个单元,每篇课文的阅读量在300字左右;第二册分10个单元,每篇课文400字左右;第三册分10个单元,每篇课文500字左右;第四册分10个单元,每篇课文600字左右。难度也相应由浅入深,在高中水平的基础上,从第一册开始,逐步达到高等学校英语应用能力考试(Practical English Test for Colleges) B级水平,从第二册第六单元开始逐渐过渡到英语应用能力考试(Practical English Test for Colleges) A级水平,第三册达到A级的标准,第四册达到非英语专业的四级水平。

## 夯实基础 拓展视野

**重视基础 提高技能** 在词汇学习中增加了学习方法的指导,并给出重点单词的同根词、同义词以及反义词,以便学生举一反三,迅速扩大词汇的储备量。

本套教材中,学生用书的每单元均精心设计了数量可观的练习题,以备学生加强基础训练。同时,考虑到部分学生入学时需要加强综合处理基础知识的能力,本套教材特别编写了配套的《练习册》,以便学生及时复习和巩固本单元所学知识。

课后练习及练习册中的题型、题量均参照高等学校英语应用能力考试 (Practical English Test for Colleges) 进行编写。听说部分,注重交际能力的培养,设计了内容丰富的常用“语言库”。

**增加趣味 拓展视野** 学好英语需要掌握一定的学习技巧,还应了解西方国家的相关文化,本教程兼顾了这两个方面。每个单元都附有英语学习方法、名人名言和文化知识简介,使学生能够轻松愉快地完成对每个单元内容的学习。教师用书中还附有相应的文化背景介绍,拓展了知识的广度与深度。

本套教程中,各个单元的文章及练习材料都选用原文资料,内容涵盖文化、体育、娱乐、社会、自然等多角度、多层次的知识,注重新颖性、趣味性、实用性的统一。

## 设计独特 学教两便

**教学参考 智囊助手** 在设计上,将教学参考书与学生用书合为一体,方便了教师的授课活动。同时,每个部分都附有参考教案,起到辅助教师备课的作用。另外,背景知识中偏难词汇均有汉语翻译,课文和练习题附有详细的讲解和参考译文,绝大部分的生词都附有例句及例句的译文,使用极为方便,是教师的得力助手。

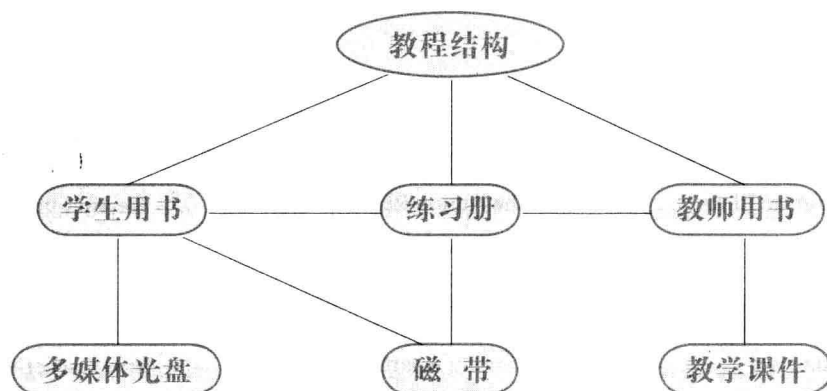
**综合练习 周到合理** 《练习册》的内容与每个单元的主题相关,题型的设计上与高等学校英语应用能力考试(Practical English Test for Colleges)一致,学生可以通过做课后练习逐步熟悉应试题型,以便顺利通过考试。同时,考虑到学生的自主学习和老师讲解的需要,练习册的答案与练习题分开装订,便于教师教学测验和学生自我测试,体现了人性化的特点。

## 立体教学 电子课件

**立体教学 新颖便捷** 电子技术的辅助教学手段与传统纸质教材相结合。我们充分运用先进的科学技术,制作了供教师使用的课堂电子教案和供学生使用的多媒体光盘,以使课堂教学和课后自学更加直观、便捷。

本套丛书特设计了多媒体教学光盘,其中听力部分还配有音带,整个听力部分都和高等学校英语应用能力考试形式一致,便于教师对学生进行考前辅导,也方便学生自学备考。

**辅助课本 完美契合** 多媒体助学光盘、电子教案与课本相配套。每单元包括课文录音、译文、语言点讲解、背景知识、实用写作、练习题讲解及标准答案解析等。在课文学习中可以实现单句、单段及全文录音循环播放。语言点与生词讲解内容充实,例句丰富,练习题类型多样,操作方便,并且配有练习题答案解析及评分,与课本相辅相成。



### Listening & Speaking

分为听和说两大部分。听的练习包括简短会话和情景对话；说的部分包括常用语提示及情景练习。

### Reading

由课文A、课文B以及相关练习组成。课文A后有六项练习，考查了对文章大意、重要细节的理解以及对词汇、重点句型的灵活运用；课文B后有一项练习，主要考查对文章大意的理解。

### Grammar

由浅入深、分阶段、有计划地剖析语法知识。本部分有一项练习，针对本单元的语法要点加强训练。

### Translation

从词汇、语法、习惯等不同角度讲解翻译技巧。本部分有两项练习，针对本单元的翻译要点加强训练。

### Writing

指导学生完成各类应用文的写作，包括填写表格与单证、制作贺卡与海报等。本部分有两项练习，针对本单元所学的应用文类型加强训练。

### Culture Tips

言简意赅地介绍西方国家风土人情、生活习惯、精神风貌和人文自然等各方面的特点。

### Learning Tips

提纲挈领地点拨学习方法，极具针对性和实用性。

本套教材是专家、学者及一线教师共同打造的系统工程，倾注了编者无数的心血和汗水。但由于编者水平所限，如有疏漏，恳请专家和读者不吝指正。

# NEW PRACTICAL COLLEGE ENGLISH

<b>Translation</b> Translation of Passive Voice	<b>Writing</b> Letters of Invitation I	<b>Culture Tips</b> Personal Planning	<b>Learning Tips</b> Oral Proficiency
<b>Translation</b> Translation of Multiple	<b>Writing</b> Letters of Invitation II	<b>Culture Tips</b> The Western Food	<b>Learning Tips</b> Retelling
<b>Translation</b> Translation of Restrictive Attributive Clauses	<b>Writing</b> Thank-you Notes	<b>Culture Tips</b> Traveling	<b>Learning Tips</b> Intensive Listening
<b>Translation</b> Translation of Non-restrictive Attributive Clauses	<b>Writing</b> Letters of Congratulation and Reply	<b>Culture Tips</b> LOHAS	<b>Learning Tips</b> Extensive Listening
<b>Translation</b> Revision	<b>Writing</b> I.O.U. and Receipt	<b>Culture Tips</b> Means of Transportation	<b>Learning Tips</b> Reading and Imaging
<b>Translation</b> Translation of Adverbial Clauses I	<b>Writing</b> Leave or Absence Permits	<b>Culture Tips</b> On Success	<b>Learning Tips</b> Free Association
<b>Translation</b> Translation of Adverbial Clauses II	<b>Writing</b> Telephone Messages	<b>Culture Tips</b> Work and Play	<b>Learning Tips</b> Word Cards
<b>Translation</b> Translation of Long Sentences I	<b>Writing</b> Memos	<b>Culture Tips</b> Complement	<b>Learning Tips</b> Predicting
<b>Translation</b> Translation of Long Sentences II	<b>Writing</b> Cover Letters	<b>Culture Tips</b> Environmental Protection	<b>Learning Tips</b> Questioning
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# Unit

# 1

# *Life Plans and Goals*

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Letters of Invitation I





Your goal should be just out of reach, but not out of sight.

~ Denis Waitley



# Part I Listening & Speaking

## Talking about Future Plans

### Words

1. ♦ fantastic	[ fæn'tæstɪk ]	adj.	(informal) extremely good; excellent 极好的, 极妙的
2. ♦ bait	[ beɪt ]	n.	food put on a hook to catch fish 鱼饵
3. ♦ tiring	[ 'taɪərɪŋ ]	adj.	making you feel you want to sleep or rest 使人疲劳的, 累人的
4. * expense	[ ɪk'spens ]	n.	the money that you spend on sth. 费用, 开支
5. * accommodation	[ əkɒmə'deɪʃən ]	n.	somewhere to live or stay 住处, 膳宿
6. * snack	[ snæk ]	n.	a small meal, usu. eaten in a hurry 小吃, 快餐
7. * smart	[ smɑ:t ]	adj.	good or quick in thinking; clever 聪明的
8. Leeds	[ li:dz ]	n.	利兹(英国英格兰北部城市)
9. Manchester	[ 'mæntʃɪstə ]	n.	曼彻斯特(英国英格兰西北部港口城市)
10. New Zealand	[ nju: 'zi:lənd ]	n.	新西兰(太平洋南部岛国)

### Phrases

1. place of interest	名胜古迹
2. cut down	削减
3. CAAC(Civil Aviation Administration of China)	中国民航
4. Youth Hostel Association	国际青年旅馆(YHA 为国际组织, 主要为学生等低收入者提供低廉房价的旅游服务)

## Listening practice

### Short Conversations

**Directions:** You will hear two short conversations in this section. Each conversation will be spoken twice. Listen carefully and do the exercises.



#### Task 1 Fill in the blanks with the words you hear in Conversation 1

W: Tom, \_\_\_\_\_ are you \_\_\_\_\_ to do this Sunday?

M: I'm going to have a picnic with my \_\_\_\_\_.

W: Fantastic! Can I \_\_\_\_\_ you?

M: You are welcome. We will all go by bike.

W: \_\_\_\_\_.

M: I think we will enjoy it.

#### Task 2 Listen to Conversation 2 and answer the questions

- 1 What is Lisa thinking of doing on Sunday? \_\_\_\_\_.
- 2 When will they meet? At \_\_\_\_\_.
- 3 Where will they meet? At \_\_\_\_\_.
- 4 When do they plan to reach the top of Mount Tai? \_\_\_\_\_.
- 5 Who else do they expect to go with them? \_\_\_\_\_.

### Practice

**Directions:** Suppose you (A) meet your friend (B) before summer vacation. You talk about his/her plan for a trip and make the following conversation.

You( A)	Your friend( B)
Ask B what he/she will do this summer vacation	Tell A you'll go to Xinjiang with your classmates
Ask B how many people altogether	Tell A there are 20 of you
Ask B whether they are all from his/her college	Tell A yes
Ask B where else he/she will go	Tell A you'll go to Gansu and visit Dunhuang
Tell B you wish to join them, too	Invite A to join you
Tell B it's a pity you can't go	



*Situational Dialogues*

**Directions:** *You will hear two situational dialogues in this section. Each dialogue will be spoken twice. Listen carefully and do the exercises.*

**Task 1** *Listen to Dialogue 1 and choose the best answer*

- 1 What relationship might be between the two speakers?  
A. Husband and wife. B. Manager and customer.  
C. Teacher and student. D. Colleagues.
- 2 What did they do yesterday?  
A. Went shopping. B. Went fishing.  
C. Went swimming. D. Went to see a film.
- 3 Where are they going this afternoon?  
A. Countryside. B. Riverside.  
C. Downtown. D. Square.
- 4 What are they going to do there?  
A. They will go boating. B. They will go fishing.  
C. Both A and B. D. They will go swimming.
- 5 What will they bring for food that afternoon?  
A. Sandwiches. B. Bait.  
C. Hamburgers. D. Bread.

**Task 2** *Listen to Dialogue 2 and decide whether the following statements are true (T) or false (F)*

- 1 Kevin is planning to stay in UK for the whole summer vacation. ( )
- 2 Kevin wants to study in a Britain college. ( )
- 3 Buying air tickets at a discount is a way to save money. ( )
- 4 Youth Hostel Association will provide accommodations for travelers. ( )
- 5 Kevin will cut down his expenses since prices are very high in Britain. ( )

**Practice**

**Directions:** *Suppose you (B) are a college graduate. You're talking about your preference for teaching with your uncle (A) and your cousin (C).*

A: So you'll be \_\_\_\_\_ soon.

B: Yes.

A: \_\_\_\_\_?

B: Well, I think I'd much prefer to go in for \_\_\_\_\_.

C: \_\_\_\_\_. We need teachers.

A: But, (name), wouldn't you get bored with \_\_\_\_\_ year after year?

C: Mmm, and it can't be much fun \_\_\_\_\_.

B: In my mind, teaching is \_\_\_\_\_. The students are energetic. You can see their development and you always face different students every year. So it's new every day. I'm sure \_\_\_\_\_.

C: Yes, nowadays teaching is considered as \_\_\_\_\_ career.

## Language bank

### Asking about someone's plan

Are you going to leave for Canada?

Are you planning to translate the novel?

Do you plan to apply for the position?

What are you doing this evening?

What will you do at the weekend?

What are you going to do?

### Stating your future plan

I'm going to see the film.

I'm planning to take the job.

I've decided to buy that house.

I'm leaving this afternoon.

I plan to translate the novel.

I'm hoping to visit Africa.

I intend to go on studying after graduating from college.

I'm intending to retire next year.

I mean to phone her first when I get there.

你打算去加拿大吗?

你计划翻译这部小说吗?

你打算申请这个职位吗?

你今晚要做什么?

周末你要做什么?

你打算做什么?

我打算去看这部影片。

我打算担任这份工作。

我已决定要买那所房子。

今天下午我要动身了。

我计划翻译这部小说。

我希望能去非洲。

我打算大学毕业后继续深造。

我打算明年退休。

我打算到那里后先给她打个电话。





## Speaking activities

### Activity 1

**Directions:** *Work in pairs. Suppose this is the first day of the new year. You meet a friend and exchange your New Year's plans to each other. Make a dialogue trying to use the following sentence patterns.*

I'm going to/intending to/planning to/thinking of. . .

I want /hope/plan/mean/expect/intend to. . .

### Activity 2

**Directions:** *Work in pairs. Please make up your own dialogues based on the following situations, and you may refer to the sentences in Language bank.*

**Situation 1:** Summer holiday is coming. Ask your partner about his/her holiday plans and tell him/ her your plans.

**Situation 2:** You meet your former classmate on the street. Talk about your plans after graduating from college.

## Learning Tips

### 英语口语能力 (Oral Proficiency)

一般来说, 衡量一个人英语口语表达能力, 主要看以下几个方面: (1) 语言的准确性 (accuracy) 和得体性 (appropriateness); (2) 语音 (pronunciation)、语调 (intonation) 是否正确, 口齿是否清楚; (3) 话语组织 (discourse management) 是否合理; (4) 口语表达的流利程度 (fluency); (5) 语法 (grammar) 是否正确; (6) 语言是否符合英语表达习惯 (idiomaticity)。

# Part II Reading

## Text A The Action Plan for a Summer Job

### *Pre-reading task: discuss the following questions*

1. Have you had a part-time or vacation job? If yes, what kind of job was it?
2. Is it good for a student to do a part-time job? Why?
3. In your opinion, how can a student get an ideal part-time job?

**F**or many students, part-time or vacation work has become an **integral** part of student life. As well as **easing financial** pressures, a well-chosen job can provide excellent work experience. Summer holiday is such a long holiday period that you cannot stay at home without anything to do. Why not make an action plan for your summer job?



② The first step is to decide on the summer job you

want, the location, the hours, and the pay. You may not be able to find a job that meets all your needs, but given the **current employment** situation, you should **strive** to find one that meets as many of your needs as possible.

③ The second step is to complete a self-analysis. What do you have to offer an **employer**? What kind of **skills** do you have? What other kinds of work have you done? Paid or **volunteer**? What have you learned at school that might be useful in your **ideal** summer job?

④ The third step is to develop a **résumé**. You will put forth a professional image if you present a professional-looking résumé to **potential** employers.

⑤ The fourth step is to use all your available resources to **land** that ideal summer job. Talk with your parents and older family members, your friends' parents, your teachers, and any other adults you know and ask them if they have any contacts at your ideal job's company. Give them copies of your résumé. We call this step **network**, and it will give you the best chance of landing your ideal job.

⑥ The fifth step is to hit the road, read the newspaper want ads or **surf** the web. If you don't get any job leads from the fourth step, you have to take action!



⑦ The sixth step is to apply for the jobs that interest you. This step is where you also use your résumé. Make sure you are familiar with job **applications** and have all the information you need to complete them.

⑧ The seventh step is to **interview** for the jobs. Make sure you know something about the company; develop answers to common interview questions; think of a few questions you could ask; and practise with a family member or a friend; dress **conservatively** for the interview.

(373 words)

生词量	总词数	生词率	B 级词汇(*)	A 级词汇(★)	超纲词汇(◆)
17	373	4.6%	9	3	5

## New words

1. ◆ **integral** [ 'ɪntɪgrəl ] *adj.* being an essential part of sth. 必需的, 不可或缺的  
*integrally* [ 'ɪntɪgrəlɪ ] *adv.* 整体地, 完整地
2. \* **ease** [ i: z ] *vt.* to become or to make sth. less unpleasant, painful, severe, etc. 使减轻, 缓解 *n.* 轻松, 自在
3. \* **financial** [ faɪ'nænʃəl ] *adj.* connected with money 财政的; 金融的  
**finance** [ faɪ'næns ] *n.* 财政, 金额, 财政学
4. \* **current** [ 'kʌrənt ] *adj.* happening now, of the present time 当前的; 现在的 *n.* 水流, 电流
5. ◆ **employment** [ ɪm'plɔɪmənt ] *n.* work, esp. when it is done to earn money 工作; 职业; 就业  
**unemployment**( ant. ) [ 'ʌnɪm'plɔɪmənt ] *n.* 失业  
**employ** [ ɪm'plɔɪ ] *vt.* 雇用
6. ◆ **strive** [ straɪv ] *vi.* to struggle hard ( to get or conquer ) 努力, 奋斗, 力求
7. \* **employer** [ ɪm'plɔɪə ] *n.* a person or company that pays people to work for them 雇主, 老板  
**employee** [ ,emplɔɪ'i:] *n.* 职工; 雇员; 店员
8. ◆ **volunteer** [ vɒlən'tɪə ] *n.* a person who does a job without being paid for it 志愿者, 义务工作者 *adj.* 志愿的 *v.* 自愿做, 义务做, 无偿做
9. \* **ideal** [ aɪ'diəl ] *adj.* perfect; most suitable 理想的, 完美的, 最合适的 *n.* 理想

10. *résumé	[ 'rezju:meɪ ]	<i>n.</i>	( AmE ) = curriculum vitae 履历, 简历
11. *potential	[ pə'tenʃ( ə )l ]	<i>adj.</i>	that can develop into sth. or be developed in the future; possible 潜在的, 可能的 <i>n.</i> 潜力, 潜能
12. *land	[ lænd ]	<i>vt.</i>	to succeed in getting a job, etc., esp. one that a lot of other people want 成功得到, 赢得, 捞到( 尤指许多人想得到的工作 )
13. *network	[ 'netwɜ:k ]	<i>n.</i>	closely linked group of people, companies, etc. 联络网
14. ♦surf	[ sɜ:f ]	<i>vt.</i>	to use the Internet ( 互联网上 ) 冲浪, 漫游, 浏览
15. *application	[ ,æplɪ'keɪʃən ]	<i>n.</i>	a formal request for sth. such as a job 请求, 申请, 申请表
apply	[ ə'plai ]	<i>v.</i>	申请, 适应, 应用
applicant	[ 'æplɪkənt ]	<i>n.</i>	申请人
16. *interview	[ 'ɪntəvju:]	<i>n.</i>	a formal meeting at which sb. is asked questions to see if they are suitable for a particular job 面试, 面谈 <i>v.</i> 进行面试, 采访, 访问
interviewer	[ 'ɪntəvju:ə ]	<i>n.</i>	进行面试者; 接见者
interviewee	[ ,ɪntəvju:'i:]	<i>n.</i>	被面试者; 被接见者; 被采访者
17. *conservatively	[ kən'sɜ:vətɪvlɪ ]	<i>adv.</i>	showing that you prefer traditional style and values 保守地, 守旧地
conservative	[ kən'sɜ:vətɪv ]	<i>adj.</i>	保守的; 守旧的

## Useful expressions

### 1. in terms of 谈及, 就……而言, 在……方面

e. g. The job is good in terms of salary. 就薪金而言, 这个工作倒挺不错。

Staying up late makes him at his worst, in terms of physical situation.  
熬夜使得他身体状况很差。

### 2. meet... needs 满足……需要

e. g. How can we best meet the needs of all customers?

我们怎样才能最好地满足所有顾客的需要呢?

### 3. strive to do 努力, 奋斗; 力争, 力求

e. g. The swimmer strived to win the first prize.

那个游泳运动员力争获得第一名。