



普通高等教育“十一五”国家级规划教材

读写教程

Reading and Writing

[第二版 SECOND EDITION]

新视野英语教程

NEW HORIZON ENGLISH COURSE

总主编：郑树棠 周国强



教师用书

TEACHER'S BOOK

2

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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总主编：郑树棠 周国强

主 编：吴 勇

副主编：柳青军

编 者：王哲希 杨 敏 杨小虎 叶菊仙
赵晓红 李小蓓 罗淑兰 程 珊
陈建珍 郑小红

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前言

《新视野英语教程》自 2004 年出版以来，以其明确的定位、先进的理念、丰富的教学资源取得了很好的教学效果，获得全国各高职高专院校师生的好评。为适应我国高等职业教育的发展，推动教学改革的不深入，贯彻高等职业教育“以服务为宗旨，以就业为导向，走产学结合的发展道路”的办学方针，《新视野英语教程》的编者在广泛征求反馈意见的基础上，结合高等职业教育英语课程的发展趋势与教学需求，对第一版教材进行了修订与完善，推出《新视野英语教程》（第二版），以满足新形势下社会对高职人才培养的需求。

《新视野英语教程》（第二版）是一套专供全国高职高专院校使用的英语教材，贯彻应用为本的设计理念，体现新时期高职英语的教学要求，符合高职英语课程的教学需要，涵盖学生需要掌握的实用英语语言知识和交际技能。《新视野英语教程》（第二版）延续了第一版重视语言基础、培养综合能力的优势，在编写中更加注重选材的时代性、练习的针对性和资源的多样性，有效提高学生的英语语言技能、跨文化交际能力与自主学习策略，使学生具备应用英语处理与未来职业相关的业务的能力，以适应不同工作岗位的需要，并为今后的可持续性发展打下良好的基础。

教学结构

《新视野英语教程》（第二版）是一套完整的系列教材，由两条主线（《读写教程》和《听说教程》）、三种载体（课本、音带、学习光盘）和四个级别（1—4 级）构成。

《读写教程》由学生用书、教师用书和《综合练习》组成，每级 10 个单元，每单元围绕主题提供内容丰富的素材和形式多样的练习，旨在提高学生英语读、写、译三方面的能力；《综合练习》与《读写教程》配套使用，巩固和拓展《读写教程》中所学到的语言技能和知识。《听说教程》由学生用书和教师用书组成，配合《读写教程》各单元的主题展开多种形式的听说训练，旨在培养学生就日常话题和与职业相关话题用英语进行交流的能力。

《新视野英语教程》(第二版)提供由课本、音带和学习光盘三种载体构成的立体化教学资源,有利于激发学生自主学习的积极性,提供个性化学习空间,促进教学模式的转变。不同学校可根据实际教学需求选择不同的组合方式。

为方便教师教学,《新视野英语教程》(第二版)还提供内容丰富的电子教案与配套题库,支持教师备课与授课,满足教学、测试等各教学环节的需要。

编写特色

《新视野英语教程》(第二版)贯彻分类指导、因材施教的原则

鉴于全国高职高专院校情况差异较大,学校类型、教学条件、师资力量与学生水平各不相同,使用《新视野英语教程》的不同层次的学校可根据需要确定起点级别与教学目标。入学时英语水平较低的学生可从第一级开始,通过学习先达到B级要求,再进一步达到A级要求;入学时英语水平较高的学生可从第二级或第三级开始学习,直接达到A级要求,进而转入职业英语课程学习,实现基础英语与职业英语的自然衔接。

《新视野英语教程》(第二版)遵循“实用为主、够用为度”的原则

《新视野英语教程》(第二版)以打好语言基础为主要目标,设计和编写了许多项目,例如 Reading Through, Reading Out, Getting the Message, Using the Right Word, Working with Expressions, Focusing on Sentence Structure, Translating 和 Basic Writing Skills 等,帮助学生牢固掌握基础语言知识与基本技能。同时,《新视野英语教程》(第二版)强调,打好语言基础要遵循“实用为主、够用为度”的原则,在语言点选择上符合学生的实际需要,在练习设计上注重学生对语言的活用。教材还专门设计和编写了 Using Topic-related Terms 和 Practical Writing 等应用性较强的项目,训练学生应用语言的能力。

《新视野英语教程》(第二版)体现以交际为目的的语言教学原则

《新视野英语教程》(第二版)的编写全面贯彻了以应用为本,听、说、读、写、译多位一体的教材设计理念。著名语言学家 Widdowson 指出,“以交际为目的的语言教学要求一种教学方法把语言技能和交际能力结合在一起。”《新视野英语教程》(第二版)

在加强基础语言知识传授和基本技能训练的同时，重视培养学生用英语进行交际的实用能力。其主干教材《读写教程》与《听说教程》在语言技能和交际能力上紧密联系，听、说、读、写、译五种技能互为铺垫，相辅相成，全面培养学生的英语综合应用能力。

《新视野英语教程》（第二版）将语言教学理论应用于教学实践与教学设计中

根据第二语言或外语习得理论，阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题。文章过长会造成课堂教学操作上的困难；文章过于短小会使生词相对集中、生词量过多，造成学生理解上的困难，挫伤其阅读积极性。《新视野英语教程》（第二版）对选篇的长度进行了有效控制，如《读写教程》第一级的课文词数一般在350—400左右，第二级的课文词数在400—500左右，第三、四级的课文词数则控制在500—600左右。每篇课文出现的生词数量控制在课文总词量的5%—7%左右。同时，《新视野英语教程》（第二版）涵盖高职英语教学所要求掌握的核心词汇与常用词组，并注重在练习中引导学生灵活运用，逐步提高语言的的实际应用能力。

光盘介绍

《新视野英语教程》（第二版）学习光盘与课本相配套，为学生课堂学习之外的自主学习提供辅导和帮助。光盘界面设计亲切，结构清晰，内容不仅与课本紧密结合，而且适当增加了课外学习与娱乐的资源。光盘将英语听、说、读、写、译有机融为一体，实现人机互动，更好地辅助学生进行自主学习。

《读写教程》学习光盘与课本配套，由10个单元构成，每单元包括课文录音、译文、词汇讲解、语言点讲解、背景知识、实用写作、练习题等。在课文学习中可以实现单句、段落及全文录音播放。语言点与词汇讲解内容充实，例句丰富。阅读技能与实用写作部分形式生动直观。练习题类型多样，操作方便，与课本相辅相成。

《听说教程》学习光盘与课本配套，包括10个单元的学习内容。语音学习部分设计有辨音练习、跟读练习、录音功能等，帮助学生把握好每一个语音。听力部分以试题形式进行训练，设计有判卷功能，学生做完练习后可以得到反馈，从而评估自己的

听力水平，进一步进行训练。口语学习部分设计有跟读、角色扮演等功能，学生可以先进行模仿，然后进入情景会话练习。

第二版《听说教程》学习光盘在第一版基础上新增了视频板块。这些视频短片与每单元内容相关，题材丰富、场景生动、语言地道，令人耳目一新。此外，光盘还提供英文歌曲、幽默故事等内容，使学生在轻松的氛围中完成一个单元的学习。

编写队伍

总主编：郑树棠

副总主编：胡全生 周国强 陈永捷 李思国

参加《新视野英语教程》(第二版)编写的单位有上海交通大学、东北大学、上海第二工业大学、哈尔滨学院、山东交通学院、沈阳广播电视大学、沈阳大学师范学院、安徽池州学院、上海电机学院、上海东海职业技术学院、上海交通大学高等职业技术学校、同济大学、上海对外贸易学院、华东政法大学等。

编写说明

《新视野英语教程(第二版)读写教程》为《新视野英语教程》(第二版)的主干教材,分1—4级,每级10个单元,供一个学期使用。

本书为《新视野英语教程(第二版)读写教程2》的教师用书。在第一版基础上,第二版教师用书每单元增加了单元重点和难点、主题探讨、课文结构分析等内容,旨在为教师提供更多的教学资源与教学建议,方便教师备课和开展课堂教学。

本书每单元包括四大部分:

第一部分 (Teaching Focus for the Unit): 总结本单元的学习重点和难点,涵盖: 1) 单元主题; 2) 两篇课文需掌握的生词、短语和词组; 3) 语法知识; 4) 实用写作技能。

第二部分 (Understanding and Learning): 提供与课文相关的详细讲解与释例,包括: 1) A 篇课文的背景介绍、主题探讨、教学建议、课文结构和语言点详释; 2) B 篇课文的背景介绍、教学建议和语言点详释; 3) 针对实用写作训练部分的教学建议。

第三部分 (Key to Exercises): 提供 Exploring the Topic, Section A, Section B 和 Section C 所有练习的答案。

第四部分 (Reading Passage Translation): 提供 A、B 两篇课文的参考译文。

教师在教学中可结合自身的实际需要,参考下表进行教学安排:

	Teaching Tasks
1st Class Hour	1) Warm-up discussion 2) Study of new words and expressions in Text A 3) Vocabulary check (do “Using the Right Word” and “Working with Expressions”)
2nd Class Hour	1) Study of Text A; do “Getting the Message” 2) Assignment: a) Do the translation; b) Read Text B
3rd Class Hour	1) Do “Focusing on Sentence Structure” 2) Study of key language points in Text B
4th Class Hour	1) Check on Text B’s follow-up exercises 2) Study of Section C 3) Do Section C’s follow-up exercises

《新视野英语教程（第二版）读写教程 2》总主编为郑树棠、周国强。

《新视野英语教程（第二版）读写教程 2》主编为吴勇，副主编为柳青军。参加编写的有王哲希、杨敏、杨小虎、叶菊仙、赵晓红、李小蓓、罗淑兰、程珊、陈建珍和郑小红等。此外，刘兴华、唐玲、姜玉宇为本书的编写做了大量的辅助工作。

《新视野英语教程（第二版）读写教程 2》由周国强、加拿大籍教师 Jill Maxine Bonnell 和美籍教师 Earnestine Bruce 审定。

编者

2009年3月

Contents

UNIT 1 Symbols of Culture 1

UNIT 2 Trends and Fads 43

UNIT 3 A Successful Career 77

UNIT 4 A Turn in Life 111

UNIT 5 Parents' Love 151

UNIT 6 Dreams 187

UNIT 7 Going Online 223

UNIT 8 Life and Success 263

UNIT 9 Improvement in Appliances 307

UNIT 10 Getting a Good Job 345

Unit

1

Symbols of Culture

PART I

TEACHING FOCUS FOR THE UNIT

Teaching Focus

	Text A	Text B
Theme	The First McDonald's Restaurant	Disney Mirrors American Culture
Vocabulary	danger, destroy, damage, public, location, afford, amount, claim, deny, local, register, board	mirror, admit, defeat, purchase, capital, rush, provide, opinion, oppose, basic, positive, value, critical
Phrases and Expressions	in danger of; agree with; afford to do; have nothing to do; stop... from; even so	make a trip; anything but; at work; be opposed to; in detail; sort of; long before
Grammar	1) How to use the structure "there is (no) room for..." and the expression "even so" ("Focusing on Sentence Structure") 2) How to make sure that the subject and verb agree ("Basic Writing Skills")	
Writing	Understanding and writing invitation letters ("Practical Writing")	

PART II

UNDERSTANDING AND LEARNING

SECTION

A

Background Information

1. McDonald's

McDonald's is the world's largest restaurant corporation with more than 30,000 restaurants in 119 countries serving 46 million customers each day. In the United States, there are more than 5,000 McDonald's restaurants. It serves some of its favorite foods—world-famous French fries, Chicken McNuggets (大鸡块) and so on. The largest McDonald's restaurant is located in Beijing, China. This restaurant has 1,000 employees. Also, up to 700 customers can sit and eat in this restaurant at one time.

2. Downey

Downey is the home of the Apollo Space Program (阿波罗登月计划) and the world's oldest McDonald's. Downey is located in the heart of Southern California between the business hubs (中心) of Los Angeles and Orange County. Easy access to freeways, railroads, airports, seaports, and the Internet connect Downey to the world.

3. California

California is a state of the US. It has an area of 158,706 square miles (411,049 square kilometers), exceeded (超过) only by Alaska (阿拉斯加) and Texas (得克萨斯). It is on the west Pacific coast (美国西部太平洋海岸). The capital is Sacramento (萨克拉门托).

4. Ray Kroc

Raymond Albert Kroc was the founder of the McDonald's Corporation. Brothers Mac and Dick McDonald opened the first fast food restaurant called McDonald's in 1953 in Downey,

California. In 1955, Kroc, a milkshake (奶昔) salesman went to visit the restaurant. He saw the potential of this fast food business and thus persuaded the brothers to sell the name to him. In this way, Kroc opened the first store of the McDonald's Corporation in 1955 in Illinois. Kroc died in the 1980s.

5. Illinois

Illinois is a state in the Midwest of the US. It has an area of 145,934 square kilometers and stretches 620 kilometers from the north to the south.

6. Dick and Mac McDonald

In 1953, the McDonald brothers—Dick and Mac—developed a new idea for their restaurant. The brothers called their idea a “drive-in” restaurant, and customers could order food from their cars. The restaurant also cut down on the number of choices on the menu, so the cooks could make the food very quickly. The restaurant specialized in making hamburgers, French fries, and chocolate shakes. In 1955, Ray Kroc visited the restaurant and offered to buy the rights to the two brothers' idea. The two brothers agreed, and the McDonald's restaurant chain was born.

7. National Register of Historic Places

The National Register of Historic Places is the official list of cultural resources worthy of preservation in the US authorized under the National Historic Preservation Act of 1966 (根据1966年制定的《国家文物保护法》). The National Register is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect historic and archeological (考古的) resources. Properties listed in the Register include districts, sites, buildings, structures, and objects that are significant in American history, architecture (建筑), archeology (考古学), engineering, and culture.

Topic Exploration

In Text A, the author presents two different opinions about how to deal with the first McDonald's restaurant. On the one hand, the residents in Downey think that the building should be saved because it is a cultural symbol and it gives them good memories. On the other hand, the McDonald's says that the building should be torn down for two main reasons. First, it was damaged and is impossible to fix. Second, it is losing money. But some people

in Downey as well as some local historians think that these are excuses. The real reason is to change the history, claiming, instead, that Ray Kroc is the inventor of the fast food business and the founder of McDonald's. Finally, the author says that "everyone hopes that the McDonald's managers and the people of Downey will soon find peace".

Suggestions for Teaching Text A

To help the students better understand the text, the teacher is advised to draw their attention to: 1) the history of McDonald's and the related background; and 2) the different opinions held by the Downey residents and the McDonald's managers.

It is very important to provide the background about Ray Kroc and the McDonald's brothers in the beginning (Please refer to the *Background Information* section). After finishing the questions in the *Exploring the Topic* part in the *Student's Book*, the teacher can ask questions such as: "Do you know who founded McDonald's?" "Why was the restaurant called McDonald's?" and "When was it started?" Then the teacher can go on to explain the text in detail.

Please note that how some conjunctions and adverbs are used to express a change of thought. For example:

... people are trying to save the first McDonald's restaurant in history. McDonald's, *though*, says the building should be torn down. (Para. 1)

Many people in the town of Downey don't agree with this line of thinking, *though*. (Para. 4)

Building inspectors, *on the other hand*, say that the structure can be repaired, but that it will be expensive. (Para. 8)

Thus, many people in Downey think McDonald's is trying to change history, *though* the company denies this. (Para. 9)

At the end of the lesson the students can be asked to give their own opinions about the first old McDonald's. And if possible, ask them to report the different ideas on this issue by using some of the linking words mentioned above.

Text Structure

The teacher can draw the students' attention to the way Text A is structured. The whole text is made up of three parts: Introduction, Body and Conclusion, whose component paragraphs and main ideas are shown in the following chart:

Text Parts	Paragraphs	Main Ideas
Introduction	1	Presenting two opposing attitudes toward the 1st McDonald's restaurant: saving it, or tearing it down
Body	2—11	Reasons for saving it: 1. It is a cultural symbol. 2. It gives people good memories. 3. McDonald's is trying to change the history. Reasons for tearing it down: 1. It was damaged/beyond repair. 2. It is losing money at that location.
Conclusion	12	Everyone hopes that the two opposing parties will find peace.

Detailed Study of Text A

The First McDonald's Restaurant

1. Even though the first McDonald's restaurant sold only hamburgers and French fries, it still became a cultural symbol. (Para. 1)

Meaning: In spite of the fact that the first McDonald's restaurant served only two kinds of food: hamburgers and French fries, it still became a symbol that represents the American culture.

fry:

n. (chips *BrE*) (*usually plural*) (*also* French fries) a long thin piece of potato that has been cooked in hot oil 炸薯条

The child likes to eat fries a lot. 这个小孩很喜欢吃炸薯条。

v. cook or be cooked in hot fat or oil 炸; 煎

She fried two eggs for her breakfast. 她煎了两个鸡蛋做早餐。

The small steak will fry soon. 小块牛排很快就能炸好。

2. ... in the Southern California city of Downey... (Para. 1)

Meaning: ... in Downey, a city in the south of California...

southern: *adj.* of or belonging to the south of the world or of a country 南方的；属于南方的

From both the **southern** and northern sides, fires were moving quickly toward the village. 火势从南面和北面向村庄扑过来。

Florida is a state in the **southern** part of the United States. 佛罗里达州在美国的南部。

3. McDonald's, **though**, says the building should be **torn down**. (Para. 1)

Meaning: McDonald's, however, says that the building should be pulled down.

though: *adv.* (not used at the beginning of a clause) in spite of the fact; nevertheless 可是；然而；不过

He is a lazy student. There's no reason, **though**, to drive him out of the classroom. 他是个懒学生，不过，也没理由把他赶出教室。

Many people say the boss is too strict. I don't think so, **though**. 许多人说老板很严厉，我倒不这么认为。

tear down: (*especially a building*) pull down, especially violently; destroy 推倒（尤指建筑物）；拆毁

We have a theater in town but we are to **tear it down** next year to make room for the highway. 我们城里有一家戏院，但是计划明年拆除，造高速公路。

It is often cheaper to **tear down** buildings than to repair them. 拆房子的费用常常要比修房子低。

4. **Built** in 1953, the restaurant... is the oldest of all the **Golden Arches** in America... (Para. 2)

Meaning: Since the restaurant was built in 1953, it is the oldest among all the McDonald's restaurants with the logo of the Golden Arches in America...

Notice here "built in 1953" is a past participial phrase serving as an adverbial of reason. The "Golden Arches" originally refers to the logo of McDonald's, which consists of two golden shapes with a curved top and straight sides. Here it refers to all the McDonald's restaurants.

golden: *adj.*

1) of the color of gold 金色的；闪金光的

We've got windy spring, hot and dry summer, **golden** autumn, and cold and snowy winter. 我们这里春天风大，夏天干燥炎热，秋天一片金色，冬天则寒冷多雪。

Sunflower? Do you refer to the one that has a **golden** yellow flower, a brown center

and a strong stem? 向日葵? 是不是开金黄色花、花的中心呈棕色而且根茎粗壮的那种?

2) made of gold 金制的

She put the two **golden** rings into a nice box. 她把那两枚金戒指放进一只漂亮的盒子里。

The medal was **golden**, so it was sold for quite a lot of money. 那块奖牌是金的, 所以卖了不少钱。

arch: *n.* [C] something with a curved top and straight sides 圆拱; 拱形物

His house is very unusual with an **arch** roof. 他的房子有个拱形屋顶, 因此很特别。

The **arch** of the bridge reaches over 12 meters. 桥的拱门宽达 12 米。

5. ... the building is now **in danger of being destroyed**, along with their memories.

(Para. 3)

Meaning: The first McDonald's restaurant is now facing the possibility of being torn down. Together with the disappearance of the building, people's good memories about it would be ruined too.

Notice the sentence could be rewritten as "... the building, along with their memories, is now in danger of being destroyed."

danger: *n.* [U] the possibility of harm or loss 危险

John should have been aware of the **danger** of smoking to his health. 约翰本该知道吸烟对健康的危害。

A policeman could meet with **danger** any minute of his working day. 警察在值勤的每分钟都可能遇到危险。

in danger of: likely to be hurt or damaged by 处于……危险之中

Millions of people in the Himalayas are **in danger of** big earthquakes, according to scientists in the US and India. 美国和印度的科学家说, 喜马拉雅山数百万人面临着大地震的威胁。

The trees in the forest have been cut down in such great numbers that the forest is **in danger of** disappearing. 森林中的树木被大量砍伐, 因此森林面临着消失的威胁。

destroy: *vt.* damage something so badly that it cannot be used or repaired 破坏; 毁坏

The building of large dams can **destroy** the environment for animals and plants. 建造大坝会破坏动植物的生存环境。

Our main task was to **destroy** the enemy's airport. 我们的主要任务是摧毁敌人的机场。