



高职高专规划教材

高职英语

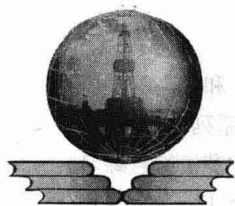
综合教程 **1**

《高职英语》编写组 编
〔美〕Eve Bower 审

ENGLISH

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内容提要

《高职英语》是依据教育部颁布的《高职高专教育英语课程教学基本要求》和《高等学校英语应用能力考试大纲》编写而成的,是供高职高专学生英语教学使用的大学英语系列教材。

全套教材共分四册,每册包括《高职英语综合教程》(配有光盘)、《高职英语综合练习》(配有光盘)和《高职英语教师参考书》三个分册。本书为《高职英语综合教程1》。全书共分10个教学单元。每个教学单元主要由听说技能部分、综合运用和泛读材料三个板块组成。

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前言

高职高专规划教材《高职英语》是依据教育部颁布的《高职高专教育英语课程教学基本要求》和《高等学校英语应用能力考试大纲》编写而成的，是供高职高专学生英语教学使用的大学英语系列教材。本套教材的培养目标是学生实际应用语言的能力，具体涉及四个方面：1. 一定的英语基础知识和技能；2. 阅读和翻译有关英语资料的能力；3. 进行简单日常会话的能力；4. 模拟套写简单英语应用文的能力。本套教材分一至四册，每册包括《高职英语综合教程》（配有光盘），《高职英语综合练习》（配有光盘）和《高职英语教师参考书》三个分册。

《高职英语综合教程》一至四册，每册有10个教学单元。每个教学单元从话题导言(Topic Introduction)开始，由三个板块组成。第一板块为听说技能部分(Listening Comprehension and Speaking Development)，围绕教学单元的主题展开，力求使学生在听、说两方面进一步得到训练，包括对话(Dialogues)、听写填空(Spot Dictation)、常用句型及表达(Useful Sentences and Expressions)等内容。第二板块为综合运用(精读)(Intensive Reading)，包括课文、词汇(Vocabulary)、语言点(Language Points / Notes)、课文阅读理解(Comprehension Check)、语法结构(Grammar Focus)、写作训练(Writing)等内容，其中写作训练(Writing Work)自第二册开始。第三板块为泛读材料(Extensive Reading)，由课内



阅读(In-Class Reading)(配阅读理解练习题)、课外阅读(Complementary Reading)(为课外补充阅读材料,可不做课堂讲解)、快乐学习(Merry Learning)等内容组成,选材与综合运用部分一致,强化学生的阅读能力。此外部分单元还补充了背景注释(Background Note)和拓展学习(Learning More)。阅读材料都注明了字数,便于学生自测阅读速度。

《高职英语综合练习》为同步编写的系列配套用书,旨在帮助学生深入透彻地了解和掌握《高职英语综合教程》中每个单元应该掌握的语言知识、语法知识、写作知识、翻译知识和阅读知识,进一步巩固和拓展学生的英语语言基本知识和技能,培养学生课外自学的能力和自觉意识,强化学生阅读、翻译和写作等实际运用英语语言的能力。练习兼顾《高职英语综合教程》中语言知识点的复习和巩固,注重语言应用能力的培养。编写的原则是:基于课文,难易适度,以点带面,学练结合,引导学生循序渐进。保持与教材的统一性和延续性,每个单元主题都延续了教材中的单元主题,练习设计从高职高专学生的实际英语水平出发,紧密结合高等学校英语应用能力考试的特点和题型,形式多样。每个单元一般分为六个部分:1. 听力理解;2. 词汇操练;3. 语法巩固;4. 阅读理解;5. 翻译训练;6. 模拟套写。

《高职英语教师参考书》为教师提供每单元的相关背景知识、难句解释、语言点释例、补充材料、课文参考译文和练习答案以及听说技能训练部分中的听力原文。

一本好的英语教材,应该同时注重知识(Knowledge)、技能(Skills)、技巧(Techniques)三个范畴。知识范畴包括四个方面:词汇(Vocabulary)、语法(Grammar)、语篇(Discourse)和文化背景(Cultural Background)。技能范畴包括:听(Listening)、说(Speaking)、读(Reading)、写(Writing)。技巧范畴包括两个方面:学习技巧(How to Learn)和考试技巧(How to Take Tests)。本教材注重均衡配合,全面发展。

为了更好地体现高职高专层次公共英语教学的特点和要求,真正做到以学生为主体,从学生的实际和需要出发,本套教材在编写体例、教材结构、课堂教学等多



方面体现了如下原则和特点:

1. 实践“模仿—记忆—思考—表达”的教学模式,用学母语的方法学外语,让学生接触规范地道的英语,从模仿入手,杜绝错误、别扭的中式英语;了解如何用简单的常用词汇表达复杂的意思和思想。

2. 坚持“内容教育”。突出主题学习,为学生提供了大量自主学习和创造性学习的实用语言资料,使英语应用能力的培养始终贯穿于教学当中,强调在语境中学习语言,让学生了解语言是文化的载体,潜移默化地了解文化差异。

3. 紧密结合教学大纲要求和课堂教学实际,从高职高专英语教学现状出发,按学生实际情况(如阅读量不足、知识面窄)和培养目标选编教学材料,适应学生入学时的英语水平和就业后的应用需要。选材广泛,教学任务量适中。不再让教师成为课堂的绝对中心,而是学生学习的引导者和课堂教学的组织者。力求最大限度地调动学生课堂参与的积极性,让学生得到充分的训练,扩充知识面,实现“任务型学习”和“自主学习”,练习部分兼顾了高等学校英语应用能力考试,适应学生考试需要。

4. 体例新颖。采用综合本形式和板块式结构,听读并重,循序渐进,坚持表达优先,强化表达训练。在听说训练方面注重学生日常交流能力的培养,精读和泛读的内容围绕一个主题训练学生的综合技能,写作部分注重写作方法、写作技巧和日常应用文的练习,使学生的听、说、读、写及英语综合运用能力得以同步提高;按照“欣赏—模仿—精听—表达—强化阅读—拓展阅读”的顺序构建教学体系。内容多选自最新的报纸、杂志和网络,文章可读性和趣味性强,形式活泼,充分体现时代特征,是真正的“活”英语,并渗透对学生人生观、世界观和价值观的教育。

5. 突出实用、系统、丰富、新颖和适用的原则。“实用为主,够用为度”,融知识性、趣味性、实用性为一体,让学生“学一点,会一点,用一点”。“学用结合,为用而学”,构建更为实用合理的英语教学模式,使学生课堂学习时有兴趣,课后自主学习有目标,循序渐进地提高听、说、读、写、译等各项能力。



《高职英语》系列教材主编由吴大可（河北石油职业技术学院）担任，主审由美籍专家Eve Bower担任。

《高职英语综合教程1》主编为吴大可、谷中环（天津石油职业技术学院），参加编写的还有：郑英莉（辽河石油职业技术学院）、邵玉颖（辽河石油职业技术学院）、周何（河北石油职业技术学院）、孙会玉（天津石油职业技术学院）。在本书的编写过程中，中国石油大学（北京）江淑娟教授及美籍教师 Sharon Gralapp、Henry Linehan 对本书的内容提出了宝贵意见和建议，在此表示感谢。

由于编者经验与水平所限，书中不足与疏漏之处在所难免，恳请广大读者批评指正。在编写过程中我们参阅了大量的国内外相关资料，借鉴了一些很有价值的文章，在此向有关机构、作者和资料的提供者一并致以诚挚的谢意。

编者

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Greetings and Introductions

Topic Introduction



Greeting is a way of being friendly and polite to someone. It is also a way of starting a conversation. Because different countries may have different customs (风俗) and habits, there is a great difference in greetings between Chinese and the British / Americans.

In English-speaking countries, for example, people often say “How are you?” as a greeting. This sounds like a question about one’s health, but they don’t expect the person to tell us about his health. When they reply, he or she usually responds by saying “I’m fine, thanks.” If he or she is not feeling well, he or she can just say “Not very well, I’m afraid.” A simple reply like this is enough.

How do Chinese greet each other? Chinese people often greet each other like this: “Have you eaten yet?” (吃了吗?) “Where are you going?” But in English, such expressions might lead to misunderstanding. The British / Americans might regard these as an invitation to a meal or an invasion of their privacy. They don’t recognize them as Chinese greeting.

When people introduce themselves to one another, it is important



to know that there are some cultural and social differences. In meeting someone for the first time, the best way to behave is to make an introduction politely as is usually done. Do not ask personal questions immediately.

Generally speaking, the British are a little formal. They usually shake hands when they meet people for the first time. Americans are always in a hurry. They do not always shake hands upon meeting strangers. They often just smile and say "Hello" or "Hi". To Americans, such an informal greeting really means the same thing as a formal handshake. Besides, they often use first names upon meeting people for the first time. They may even start a conversation without being introduced.

Immediately after introductions are made, there is usually a period of time in which impersonal or trivial (琐碎的, 不重要的) subjects are discussed. This type of conversation, called "small talk" (闲谈), is important because it often helps to maintain conversations and it can lead into interesting discussions. Usually speakers initiate (开始) a small talk with such questions as: "Do you live in this area?" , "How do you like living here?" or "What are you studying?" It is also common for people to ask, "What do you do?" which means "What is your job?" but it is uncommon and considered impolite to ask, "How much money do you make?" or "how much does your house cost?" Other questions such as: "Are you married?" or "How old are you?" (to an adult) are generally considered too personal for initial (初次的) meetings.

In an introductory meeting, maintaining a conversation is easier when two people find that they have something in common.



Section A

Listening Comprehension and
Speaking Development

Part I Dialogues

Directions: Listen to the dialogues and fill in the blanks with the words you hear.

Dialogue 1

A: Hi, John.

B: Hi, Mark. How are you doing this _____?

A: Fine. And you?

B: _____ good. How about a drink tonight?

A: _____.

Dialogue 2

A: Hi, Gary. How are you doing? I haven't seen you for _____.

B: Fine. I've been _____ a lot this past year.

A: That sounds _____.

B: Not really. I miss the _____ of home.

Dialogue 3

A: Jack, have you _____ my friend Judy before?

B: No, I don't _____ we've met.

A: Oh, then let me introduce you to her _____. Judy, this
is my friend, Jack.

C: Hi, Jack. I'm _____ to meet you.

B: How do you do? It's nice to meet you.

Dialogue 4

A: Mr. Smith?

B: Yes.

A: I'm Miss Green from Miller's _____. How do you do?

B: How do you do? _____ to meet you.

A: I've got a car waiting outside to take you to your _____.

B: Thank you very much.

A: My _____. This way, please. Did you have a _____ trip, Mr. Smith?

B: Yes, it was very nice.

A: Is this your first trip to the States?

B: Yes, it is.

A: Well, I hope you'll _____ your stay here.

B: I'm sure I will.

Part II Spot Dictation

Directions: In this section you will hear a recorded passage. You are required to fill in the blanks and answer the following questions. The passage will be read two times. Now the passage will begin.

Tom was a little boy and lived next _____ to an old lady, who happened to be _____. Tom's mother said to him: "Tom, be a good boy and go next door and see how old Mrs. Brown is." Tom went. Soon he came back and told his mother: "Mrs. Brown is very angry with you. She says it's _____ of your business how old she is."

- What may Tom have said to Mrs. Brown?
 - "Mrs. Brown, my mother wants me to see how you are."
 - "Mrs. Brown, my mother wants me to see how old you are."
 - "Mrs. Brown, how old are you?"
 - "Mrs. Brown, how are you feeling today?"
- What might Tom's mother do when she heard what Mrs. Brown said?



- A. She took Tom to apologize.
- B. She scolded Tom very angrily.
- C. She punished Tom for being rude.
- D. She wondered why Mrs. Brown should be angry.

3. Why was Mrs. Brown so angry? (Write down your answer.)

Useful Sentences and Expressions

Greetings

1. How are you doing?
2. How's it going? (How are things going?)
3. How are you today?
4. How have you been?
5. How are you getting on?
6. Long time no see. 好久不见。
7. How's your family?

Responding to Greetings

1. Fine, thanks. And you?
2. Just fine. / Not bad. / Very well. / Great.
3. As usual.
4. Just so-so. 一般, 就那样。
5. Nice / Delighted / Glad / Pleased to meet you, too.
6. Just call me Bill.

Asking for Personal Information

1. What do you do for a living?
2. Where are you from? / Where do you come from?

Introducing yourself

1. Hello. My name is Bill. I come from U.K.
2. Allow me to introduce myself. I'm Gao Ming, the new sales manager.

Introducing someone

1. Susan, I'd like you to meet Mr. Jones.
2. Joe, I'd like to introduce my friend Jack to you.
3. This is my friend Lucy.
4. Let me introduce, this is my friend Linda.
5. It's my honor (pleasure) to introduce Mr. Johnson, the new sales coordinator (协调员) coming from the headquarters (总部).
6. Hi, ladies! May I have the honor to introduce Mr. Kent, the head of department?
7. Hello, Jane. Have you met my cousin Joey?
8. Hi, Diana. Come and meet our new supervisor (上司, 主管) Mr. Andrew Davis.

Responding to an introduction

1. Pleased to meet you. / The pleasure is mine.
2. Glad to meet you.
3. It's very nice to meet you.
4. How do you do!
5. Hi, I've heard so much about you.
6. I am very glad to have the opportunity to meet you.
7. It's a pleasure to meet you.
8. Oh, I'm expecting you.

Background Notes**Pidgin English and Chinglish**

Pidgin English, 意为“不纯的、不地道的英语”, 以前通译为“洋泾浜英语”。17世纪后, 经过了资产阶级革命的英国不断向外扩张, 掠夺世界市场。英国商人所到的港口和城市因商业交易的需要, 产生和形成一种 Business English (商业英语), 其主要特点就是以当地母语为主, 夹杂着许多英语词汇。这种语言被称作 pidgin 或 pidgin English。洋泾浜原来是上海的一条河滨, 位于从前的公共租界和法租界之间, 后被填埋, 成了马路, 即今天的延安东路, 上海人用“洋泾浜”来形容过去为外国人做事