

教育部高等职业教育基础课规划教材

实用创新英语

(下 册)

● 中国高等教育学会 组编

● 张华志 主编

HIGHER VOCATIONAL EDUCATION



 科学出版社
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内 容 简 介

本书是以中华人民共和国教育部发布的《高职高专教育英语课程教学基本要求》为指导,以“实用为主、够用为度、应用为目的”的原则而编写的教材,重在培养学生的语言运用能力、交际能力和写作能力,实用性较强。

本书共有 10 个单元,每单元分为听力、口语、阅读、语法、写作和练习等部分,每 5 个单元之后设 1 个复习单元,通过归纳与总结,巩固并提高学生所学知识。

本书的内容体现了全国英语等级考试、专升本升学考试、应用能力 A 级和 B 级考试的特点,适合高职高专非英语专业学生使用,也可作为其他职业培训的参考教材。

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序 言

当代,高等职业教育受到世界各国的普遍重视,我国的经济建设也越来越凸现出对技术应用型和高技能人才的需求。为此,我国将发展高等职业教育作为实现我国优化人才结构,促进人才合理分布,推动经济建设的战略措施。为满足社会对技术应用型和高技能人才的需求,我国的高等职业教育近几年实现了跨越式发展,其院校数量已占全国普通高等院校总数的 60.5%,招生人数占全国普通高等院校招生人数的 53.1%,在校生占全国普通高等院校在校生的 44.7%,基本形成了每个市(地)至少设置一所高等职业技术学院的格局。

从高等职业教育的办学规模不难看出,高等职业教育已经成为与地方经济发展密切相关的高等教育办学机构,高等职业院校的毕业生已成为推动地方经济、文化、科技发展的一支生力军,他们活跃在机械制造与自动化、模具设计与制造、汽车检测与维护、数控技术、计算机辅助设计与制造、机电一体化技术、通信技术、电气自动化,以及护理、酒店管理等技术领域和服务行业。

几年来,高等职业教育在技术应用型和高技能人才培养方面取得了可喜的成果。总结办学经验,高等职业教育要继续实现跨越式发展,需要在优化人才培养机制、优化专业和课程设置、优化教学内容和教学过程、改革学籍管理和教学管理等方面有所创新。教材建设是优化教学内容和教学过程、提高高等职业教育教学质量的重要环节,而基础课教学如何打破传统的教学内容和教学方法,使之适合高等职业教育的特点,更是一个十分值得研究和实践的课题。中国高等教育学会组织在高等职业教育一线工作的教师,对这个课题进行了深入的探讨,在对学校的基础课教材和教法进行充分调查研究、深入分析、总结提高的基础上,制定了“教育部高等职业教育基础课规划教材”组编计划。

“教育部高等职业教育基础课规划教材”是一套蕴涵着基础课教材改革理念,洋溢着各个学校教材改革热情的富有创新性的教材。从作者组织、大纲审定、教材审读、课件测评等一系列工作反映出,这套教材的每一本书的内容都力求淡化深奥的理论,突出教学实践性,体现与新知识、新技术的密切结合。中国高等教育学会在教育技术和教育资源方面提供了宝贵的支持,附送的教学课件等一系列配套媒体,丰富了教学手段,使



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基础课教学向实现立体化教学迈出了突破性的一步，有效地激发了学生的学习兴趣，提高了教学质量，推进技术应用型和高技能型人才的培养。

在“教育部高等职业教育基础课规划教材”即将出版之际，我向辛勤耕耘在高等职业教育第一线的教师致谢！向为本套教材付出心血的作者致谢！希望本套教材的出版能为我国的高等职业教育基础课建设和应用型人才培养有所裨益和推动。

中国高等教育学会秘书长

2005年6月8日

前言

为了深入贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》的精神,落实《面向 21 世纪教育振兴行动计划》中提出的职业教育课程改革和教材建设规划,根据中华人民共和国教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》(高教司[2000]57 号)(试行),针对当前英语教学的现状,考虑学生入学后的英语水平和毕业后的就业需求,我们编写了本书。使学生巩固、扩大基础知识,拓展听、说、读、写、译的技能;培养学生的英语交际能力、自学能力和继续学习的能力;培养学生的爱国主义精神,激发学习兴趣,了解中外文化差异,增强世界意识。

本书的内容体现了全国英语等级考试、专升本升学考试、应用能力 A 级和 B 级考试的特点,实用性较强。

本书共有 10 个单元,每 5 个单元后设 1 个复习单元,通过归纳和测试前面单元所学内容来帮助学生巩固知识。本书分一个学期使用,建议每周 4 课时。各个学校可根据具体教学情况和学生的专业特点自行安排,因材施教,分类指导。本书配教学参考书及听力磁带。

一、本书体例介绍如下。

1. Listening Comprehension

听材料:大体了解精读课文的主题。

听对话:提高听力,增强语感。

2. Speaking

口语练习:根据具体语言活动主题,编排对话实例,熟悉常用交际语言及特定语境下的语言运用,进行情景口语练习,培养运用英语进行交际的能力。

3. Intensive Reading

精读课文:学习文中语法、词汇、语言知识点。文章选材注重知识性。

4. Grammar Exercises

语法:语法练习归纳、总结、实用,为提高学生语言学习能力打好基础。

5. Practical Writing

写作:书面表达,分类精细,主要是常用应用文的写作,并设计了优秀范文,供学生模仿。

6. Fast Reading

快速阅读:短文语言难度适中、选材多样、注重趣味性,主要培养快速阅读能力。



7. Merry Learning

选用谚语、名言等形式的内容,增强学生学习英语的趣味性。

二、编写说明

1. 编写背景

英语是世界性语言,是学习知识、吸收人类文明成果、进行人际交往和开展国际合作的重要工具,是职业教育中一门重要的基础课程。根据现有高职高专学生和师资的实际情况以及社会对学生英语水平的要求,我们广泛听取了学生、教师和专家的意见,研究、学习、借鉴了现行高职高专教材的设计体系,编写了本书。

2. 编写原则

立足课程教学目标,注重学生学习能力和学习策略的培养,发展其听、说、读、写、译的基本技能,体现高等职业教育的特色。

3. 教材特色

1) 注重听说能力训练,内容贴近社会生活,创设自然的语言环境,培养学生用英语进行日常交际的能力。

2) 选材严谨,内容由浅入深,有较多反映时代气息的语言材料,强调对学生英语语言运用能力的培养。

3) 语法知识重点突出、简洁明了、实用性强

4) 课后练习紧紧围绕语言知识点,进行系统的巩固复习。

5) 写作训练注重实用性,参考了全国英语等级考试、专升本和应用能力等级考试的写作命题。

6) 阅读选材多样,注重趣味性,语言难度适中。

7) 题材丰富,增加教材的趣味性。

8) 本书弹性和可操作性较强。

9) 本书的内容、练习等都体现了全国英语等级考试,专生本,应用能力 A、B 级考试的特点,具有一定的参考价值和实用性。

本书由张华志主编,张晋林副主编。其他编写人员还有申屠菁和王海燕。全书由张华志统稿,由令狐学海和大连理工大学邹丽博士主审。

本书编写过程中,我们参阅了部分国内外出版物,广泛听取了学生、教师和专家的意见,吸取同类、同层次教材的长处,在此谨对原作者表示衷心的感谢。同时对山西省建筑职业技术学院及山西警官高专的大力支持和帮助谨致谢意!

由于水平有限,本书难免有不妥之处,敬请广大师生和同行予以指正。

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Unit One

Listening Comprehension

I. Listen to the following passage, and fill in the blanks according to what you have heard.

The Chinese _____ is on the _____ lunar month. It's also known as the Mid-autumn Festival. Chinese culture is completely expressed in this traditional festival. Just like _____ and Thanksgiving in the West, the Moon Festival is one of the most important traditional events for the Chinese.

The Moon Festival is full of legendary _____. Legend says that _____ flew to the moon, where she has lived _____. You might see her _____ on the moon during the Moon Festival. The Moon Festival is also an occasion for _____ reunions. When the full moon rises, families _____ to watch the full moon, eat _____, and sing moon poems. With the full moon, the legend, the family and the poems, you _____ thinking that this is really a perfect world. That is why the Chinese are so fond of the Moon Festival.

II. Listen to the following dialogues about *By Air (2)* and then choose the best answer to each question according to what you have heard.

Dialogue 1

Question: To what city does the passenger book two tickets for next Tuesday?

- A. Hong Kong B. Washington C. San Francisco D. Seattle

Dialogue 2

Question: How many flights are there in the afternoon?

- A. two B. one C. four D. three

III. Useful Expressions

1. One way or roundtrip?
2. There are still two tickets available on that day.
3. I'd like to make a reservation.



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4. Please come to collect the tickets and pay for them before next Monday.
5. Will you pay by cheque or in cash?

Singing

Learn to sing the song *Do Re Mi*

Let's start at the very beginning. A very good place to start.

When you read, you begin with A, B, C. When you sing, you begin with do, re, mi.

Do, re, mi, do, re, mi.

The first three notes just happen to be.

Do, re, mi, do, re, mi.

Do, re, mi, fa, sol, la, ti

Doe, a deer, a female deer.

Ray, a drop of golden sun.

Me, a name I call myself.

Far, a long, long way to run.

Sew, a needle pulling thread.

La, a note to follow sew.

Tea, a drink with jam and bread. That will bring us back to doe.

Intensive Reading

Foreign Ways Can Bring Surprises and Rewards

One time in Cairo, Egypt, I was asking directions on the street, and a guy in the **souk**, or market, stepped out, took my hand and began leading me around. It became clear to me he had no **clue** where we were going, but he didn't want to lose face and admit it. So for the next half-hour, we walked around as he held my hand tightly and asked others in Arabic where to go.



In Arab culture, holding hands is just a **sign** of friendship. As I was sitting in a meeting in Lagos, Nigeria, the guy sitting next to me, also the leader of the group I was training, suddenly took my hand and held it for a long time. It was a sign of trust, and meant we were business partners. It was very nice, once you understood the meaning.

Gift-giving has its own **protocol** in many cultures. In Asia, you are supposed to give a gift at the end of the first meeting, and this helps make the second meeting happen. In Japan, you accept the gift from your host with both hands but don't open it in front of him, and the host does the same with your gift. In India, you want to avoid **leather**, since it comes from cows, which are **sacred**. For **Muslims**, I've found a good gift is a little silver compass, so they always know where to face **Mecca**.

I was training a group of Slovaks in 1990. They were eager to learn everything they could about Western business ways, and it seemed every word I had to say was **revelatory**. At night, I was **escorted** on a tour of Bratislava, and we were standing in the town square, **renamed** Freedom Square. There were speeches and **bonfires** everywhere and the ringing of tiny bells from the crowd.

On the last day of the training, my host stepped forward in front of the class and presented me with a tiny bell, the kind rung each night at the square. He explained: "For centuries, our people were like sheep, and we ring these bells to celebrate that we are no longer sheep, that we are free. We'll be **grateful** to those who helped us when we were in trouble. You have helped us to gain our freedom, and we will always be friends." He pressed a tiny sheep bell into my **palm**. It was one of the finest gifts I could have ever received.

Language Notes

1. It became clear to me he had no clue where we were going....

我逐渐地明白了，他根本不清楚我们要到的地方。

where 引导的从句如果修饰名词，作定语从句或同位语从句。区分二者的主要标准两个。

(1) 定语从句对前面的名词起修饰限制或补充说明作用，不说明名词的具体内容，同位语从句说明前面名词的具体内容。

(2) 如果从句由 **that** 引导，定语从句中 **that** 做主语或宾语，作宾语时可省略，同位语从句中 **that** 不作任何成分，且不能省略。

课文中这句 **where** 从句修饰名词 **clue**，说明 **clue** 的内容，是同位语从句。这样改动原句则变成定语从句：It became clear to me he had no clue that was usable. (where 引导定语从句、地点状语从句、宾语从句的区别见 Unit 13, Note 6)

2. ...and this helps make the second meeting happen.

这有助于促成第二次见面。

在动词 **find** 与 **help** 之后，不定式可带 **to** 亦可不带 **to**。

e.g. He was surprised to find the sheep (to) break fence at this season. 他发现羊在此季节越过栅栏，感到很惊讶 (比较 Unit 7, Note 4)。

3. In India, you want to avoid leather, since it comes from cows, which are sacred.



在印度, 你需要避免用皮革作为礼物, 因为它来自于母牛, 母牛是神圣的。

which 引导限制性定语从句。

限定性定语从句与非限定性定语从句的区别是:

前者紧跟所修饰的先行词, 先行词后面不用逗号, 可以由关系代词、关系副词或 **that** 来引导, 翻译时常采用倒叙法。后者对主句做补充或说明, 用逗号与主句隔开, 既可修饰先行词, 又可修饰整个主句, 只能用 **which, whom** 来引导, 不可用 **that** 引导, 翻译时常另起一句。比较:

It comes from cows which are sacred.

它来自神圣的母牛。(which 引导限制性定语从句)

4. They were eager to learn everything they could about Western business ways, and it seemed every word I had to say was revelatory.

他们急切地想学习他们能学到的关于西方经商之道的任何细节, 而且我说出每一个字似乎都具有启发性。

to learn everything they could about... = to learn everything (that) they could (learn) about..., every word I had = every word (that) I had, 两个定语从句都省略了关系代词 **that**, **that** 在定语从句中都作宾语。

5. It was one of the finest gifts I could have ever received.

这是我曾经收到的最好的礼物之一。

“This is the+形容词最高级+that...” 结构中, **that** 从句用现在完成时。

e.g. This is the best film that I've ever seen. 这是我看过的最好的电影。

类似的要用现在完成时的结构还有 “It is the first / second time that...”

e.g. It is the first time that I have visited the city. 这是我第一次游览这座城市。

New Words and Expressions

souk *n.* (穆斯林的) 露天剧场

clue [klu:] *n.* something that serves to guide or direct in the solution of a problem or mystery 线索

sign [sain] *n.* something that suggests the presence or existence of a fact, condition, or quality 标记; 符号; 记号

protocol [prəutekɒl] *n.* 草案; 协议

leather [leðə] *n.* 皮革; 皮革制品

sacred ['seikrid] *adj.* considered to be holy and deserving respect, especially because of a connection with a god 神圣的

connected with religion 宗教的

Muslim ['muzlim; (US) 'mezlɪm] *n.* 穆斯林

compass ['kæmpəs] *n.* 指南针

Unit One

Mecca ['mekə] 麦加胜地

be eager to do something to be keen on doing something 急欲……; 渴望做……

escort [is'kɔ:t] v. to go with someone or a vehicle especially to make certain that they arrive safely or that they leave a place 护卫队; 陪同人员

revelatory ['revileteri] adj. 启示性的

bonfire ['bɒn,faɪə] n. 篝火; 营火

rename ['ri:'neɪm] v. to give something a new name 重新命名

no longer (also not any longer) in the past but not now 不再

grateful ['greɪtful] adj. showing or expressing thanks, especially to another person 感激的; 感谢的

press [pres] v. to push something firmly, often without causing it to move permanently further away from you 压; 塞进

palm [pɑ:m] n. [e] the inside part of your hand from your wrist to the base of your fingers 手掌

read sb's palm 给某人看手相

Reading Comprehension About the Text

Decide whether the statements are True or False according to the passage.

1. The guy in Cairo held the writer's hands and led him around because the guy wanted to take the writer to his house.
2. In India, you should accept the gift from your host with both hands.
3. In India, pigs are sacred.
4. Town Square can also be called Freedom Square.
5. One of the best gifts I could have ever received is a sheep.

Vocabulary and Structure

Translate the following into English.

1. 加入网球俱乐部
2. 承认犯错误
3. 给电影重新命名
4. 感谢你的帮助
5. 看手相
6. 圣庙

Grammar Exercises (Attributive Clauses)

Choose the best answer to each sentence.

1. The child to _____ she was kind grew up to be one of our most distinguished



实用创新英语(下)

teachers in this area.

A. whom B. which C. us D. them

2. The first doll say "mama" was invented in 1830.

A. that it could B. could it C. it could D. that could

3. The factory has 1000 workers, 400 are men.

A. whose B. of whom C. that D. of which

4. The only thing the matter is to find such a kind of material.

A. about that B. which C. that D. what

5. The day will surely come all the people in the world enjoy freedom and live in happiness.

A. when B. how C. then D. why

6. He failed his exam, proved that he wasn't working hard enough.

A. what B. which C. this D. of which

Practical Writing

Investigation Reports

调查报告

写报告的目的主要是汇报总结情况,或提出个人的见解与建议。

报告的种类不一,有工作总结报告,有学术科研报告,有商产品检验报告,有就特定目的进行的专项调查报告,还有参加重大会议或活动的总结报告。此类报告亦可采用备忘录形式。

报告可长可短,根据需要而定,如重大工程的可行性研究报告等报告常需要分章节阐述。写报告要求内容完整、具体、数据准确、表达简练。一般选用正式文体。

调查报告是一种非常实用的体裁。针对事实,客观地写出事件的真相,一般不掺杂自己的看法,不能随心所欲地发挥。

Sample

TAIYUAN INDUSTRIAL TESTING CENTRE

TESTING REPORT

(No. 12)

COMMISSION UNIT: North International Industrial Group Co. Ltd.

NAME OF PRODUCT: CDS water-proof density agent for concrete external coating

TESTING ITEM: Effects on concrete properties

