



普通高等教育“十一五”国家级规划教材

Vocational English for Today

学习指导

第一册

当代 高职高专英语

总主编 盛跃东

本册主编 盛跃东 副主编 张昀



ZHEJIANG UNIVERSITY PRESS

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前言

《当代高职高专英语》是一套为高职高专英语教学编写的教材，也适用于夜大和函大等成人高等教育。

本教材遵循《高职高专教育英语课程教学基本要求》，以先进的教育理念为思想指导，以全面提高学生综合素质为宗旨，在传授英语语言基本知识基础上，注重开发和培养学生运用英语的能力和创新精神，从而顺应时代潮流，满足社会需求，为高职高专学生的终身学习、工作、生活和个人发展奠定良好的科学基础。同时，本教材亦以人为本，体现和满足学生学习的基本需求。

根据高职高专英语课程设置要求和特点，本教材共由四册组成。第一册和第二册是基础课本，以打好基础为目标。通过学习，学生应能够具备通过高等学校英语应用能力考试B级的水平。第三册和第四册为高级课本，注重学生英语水平和能力的提高。通过学习，学生应能够具备通过高等学校英语应用能力考试A级水平。基于高职高专学生入学时英语水平参差不齐的现状，本教材的词汇起点大约是1000个单词和词组，从第一册到第四册词汇量分别设立为2000、2500、3000和4000。听说读写译也是从基础知识和能力开始，继而循序渐进，由浅入深，最终达到高职高专教育英语课程教学的基本要求。

选材是教材成功的关键之一。在对高职高专学生的英语学习情况进行调查后，我们发现高职高专学生在学习英语方面有其自身特点，比如在阅读范围和形式方面就有特定的爱好。因此，本教材所选材料不仅注重时代性、知识性、趣味性、可思性和语言规范性，而且更重要的是注重实践性，这些集时代性、知识性、趣味性、可思性、语言规范性和实践性于一体的阅读材料大大有助于学生提高学习兴趣和应用语言的能力。例如，很多单元提供了相同主题下中国相关文化方面的阅读文章。学生在学习英语的同时，可以从各个不同侧面和角度学习中国相关文化，使学生真正感到将来在用英语传播中国文化和自己思想时应该说些什么和怎么说。这种新颖别致和学以致用选材突破了现今外语教材传统的选材模式和框架。

提高语言应用能力的的重要途径是练习。在设计和编写练习时，全套教材练习的设计和编写以全面提高学生的应用能力和应对考试能力为目标，针对高职高专学生英语学习和应对考试的特点，将教与学结合起来，将课堂学习与课外学习结合起来，力争做到练习形式多样活泼，寓教于乐，让学生通过各种输入与输出学习活动，不断加深对所学知识和技能的掌握与提高，为今后进一步学习英语打下扎实的基础。

为了充分调动学生自主学习的积极性，培养学生自主学习的能力，本教材编写人员同时编写了与教材紧密配套的《当代高职高专英语·学习指导用书》。该书附有所力原文、练习答案和基本词汇表，以提高学生的自学能力。此外，本教材还配有内容丰富的《当代高职高专英语·教师参考用书》和电子教案，为教师教学提供了很好的帮助。

本教材是在理论研究的基础上，深入高职高专教学一线进行调研，并根据高职高专英语的教学要求和实际情况编写而成。部分单元已经过了试用并收到了良好的教学效果和好评。我们衷心感谢浙江大学各级领导对本教材的指导和关心，衷心感谢锦绣人生教育图书（北京）有限公司的大力支持和众多为本教材作出贡献的高职高专学校以及个人，如：Aaron Stillman, Brianna Stillman, Gabriella Gahlia Modan, Jan Bond, John Wharry, Katherine Wharry, Michael LaRocca, 陈劲节、陈静、陈灵敏、崔红卫、顾林刚、洪保平、刘佩珍、卢睿蓉、骆晨、罗罡、钱连玉、孙启勤、王芳芳、吴昊、徐一波、杨洁、杨昭敏、宇正香、赵燕、赵琪、朱虎正和周炎等同志。浙江大学出版社为本教材的尽早出版做了大量工作，谨此一并致谢。

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盛跃东

2006年4月13日于求是村

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Unit 1

College Life

Part One..

Listening and Speaking



Listening

Script and Key

Activity 1 Sound Recognition

DIRECTIONS: In this part you will hear 10 groups of words. Listen carefully. Pay attention to the underlined parts and pick out the one that is different from the others in pronunciation.

- | | | | |
|---------------------------------|--------------------------|-----------------------|------------------------------|
| 1. A. <u>h</u> at | B. <u>c</u> at | C. <u>m</u> at | D. <u>w</u> ater /'wɔ:tə/ |
| 2. A. <u>s</u> ink | B. <u>t</u> iny /'taini/ | C. <u>p</u> ity | D. <u>s</u> illy |
| 3. A. <u>p</u> leasure /'pleʒə/ | B. <u>p</u> lease | C. <u>n</u> eat | D. <u>w</u> heat |
| 4. A. <u>c</u> hemical | B. <u>c</u> hemistry | C. <u>t</u> echnique | D. <u>t</u> eacher /'ti:tʃə/ |
| 5. A. <u>m</u> ight | B. <u>s</u> it /sit/ | C. <u>h</u> igh | D. <u>n</u> ight |
| 6. A. <u>s</u> tone | B. <u>c</u> omb | C. <u>f</u> our /fɔ:/ | D. <u>h</u> ome |
| 7. A. <u>h</u> ave /hæv/ | B. <u>m</u> ake | C. <u>w</u> ake | D. <u>l</u> ake |
| 8. A. <u>k</u> ite | B. <u>k</u> nife | C. <u>k</u> night | D. <u>k</u> nit /nit/ |
| 9. A. <u>o</u> mit /əu'mit/ | B. <u>o</u> ff | C. <u>o</u> n | D. <u>o</u> x |
| 10. A. <u>h</u> ook | B. <u>b</u> ook | C. <u>l</u> ook | D. <u>t</u> ooth /tu:θ/ |

Activity 2 Conversation

DIRECTIONS: In this part you will hear 5 conversations. Listen carefully and fill in each of the following blanks with the word you have heard.



Conversation 1

M: Good morning, Zhang Hua.

W: Good morning, Li Ming.

M: How (1) are you, Zhang Hua?

W: Fine (2), Li Ming. Thank you. And you?

M: Fine, thank you.



Conversation 2

M: How are you this afternoon?

W: Just (3) fine. Thank you very much. And you?

M: Just fine, too. Then, how is Wang Xiaofeng?

W: He is fine, too.

M: Good. See (4) you tomorrow.

W: See you tomorrow.



Conversation 3

M: I'm John Smith. Are you Mrs. Helen Jones?

W: Yes, I am.

M: Very nice (5) to see you.

W: Very nice to see you, too.

M: Is Bill doing OK?

W: He's doing all right (6), thank you.



Conversation 4

M: Hello, Susan. How are you doing?

W: Hi, Jimmy. Pretty well (7), thanks.

M: How is Grace? Is she well?

W: She is very well, thank you.

M: See you later (8), Susan. Good-bye.

W: Fine, see you tomorrow evening.



Conversation 5

M: Hi. Are you doing OK?

W: Fine (9) , thanks. I'm Liu Gang.

M: Hello, Gang.

W: And you are... ?

M: I'm Jack Brown.

W: Hello, Jack.

M: See you later, Gang.

W: Good-bye (10) , Jack.

Activity ③ Passage

DIRECTIONS: In this part there is only one passage. Listen to the passage twice and then decide on the appropriate answer to each of the questions from the 4 choices marked A, B, C and D.

In Britain the weather never gets too hot or too cold. There's not much difference between summer and winter. Why is it so?

Britain has a warm winter and a cool summer because it's an island country. In winter the sea is warmer than the land. The winds from the sea bring warm air to Britain. In summer, the sea is cooler than the land. The winds from the sea bring cool air to Britain.

The winds from the west blow over Britain all the year. They blow from the southwest across the sea. They are wet winds. They bring rain to Britain all the year. The west of Britain is wetter than the east. The winds must blow across the high land in the west, so the east of Britain is drier than the west.

Questions and Answers

1. Q: What is the weather like in Britain?

A: A. It is cool in summer and warm in winter.

2. Q: When do the winds bring cool air to Britain?

A: C. In summer.

3. Q: Why isn't there much difference between the summer and winter weather ?

A: C. Because the winds from the west blow Britain all the year.

4. Q: In which part of Britain is there less rain?

A: A. In the east.

5. Q: What is the passage mainly about?

A: C. The weather in Britain.



Speaking

Activity 1

Sample

- A: Hello, Jane.
 B: Hello, David.
 A: How are you doing these days?
 B: Fine, thanks. How about you?
 A: I'm fine, too. Thank you.
 B: Is Grace well now?
 A: She is very well. She is now in China.
 B: That's good.

Activity 2

Sample

- I am from Beijing. I like the golden autumn in Beijing very much. In autumn, it is cool and I feel very comfortable. So when I am free, I would like to take a tour in the city by bike. I can see many beautiful and interesting things.

Part Two.. Reading



Lead-in Activity: Discussion

Samples

1. — Before I entered the college, I had a dream that I could become the top student in my class. When I woke up, I was determined that I should try my best to make my dream come true. So now I study very hard, and I am sure that my dream will come true some day.
2. — I hope that I can study well at college. For example, I can read a lot of books, learn a lot from my teachers and classmates, pass every examination and become one of the top students in my class.



Reading

Language Focus

1. The following advice may be helpful. (Para. 1)

advice 意为“忠告，意见”，它通常被用作不可数名词。例如：

1) Parents usually give their children several pieces of advice before they leave home.

父母通常在孩子们离家前给他们提一些忠告。

2) There is a lot of advice in the book on (about) health.

书中有很多关于健康的忠告。

2. Get well-organized (Para.2)

well-organized 是合成词, 它是由副词 well 加由过去分词转化过来的形容词 organized 组合而成的。副词 well 加由过去分词转化过来的形容词组合而成一个合成词。例如:

1) We all agree that the work is well-done.

我们都认为这工作做得好。

2) Do you think she is well-informed?

你认为她消息灵通吗?

3. Arrange your notes and assignments by topic or date, so you can easily find information. (Para. 2)

so 是连词, 它可以用来连接两个并列的句子, 而第二句通常是表示由第一句产生的结果。例如:

1) I heard a knock at the door, so I got up and walked to the door.

我听到有人敲门, 所以我起身向门口走去。

2) It was dark, so I turned on the light.

天黑了, 所以我打开了电灯。

information 是“信息”的意思, 通常用作不可数名词。例如:

1) She was happy to get two pieces of information about his work and health.

她很高兴收到了两条关于他工作和生活的信息。

2) How can I get a lot of information in such a short time?

我怎么才能在如此短的时间里获得大量信息呢?

4. Put your schoolwork in order. (Para. 3)

put... in order 意为“把……安排(整理)有序”。例如:

1) The new teacher could not put our class in order.

新来的老师无法让我们班秩序井然。

2) She always put her books in order.

她总是把自己的书放得整整齐齐。

5. Doing some sort of physical activity for thirty minutes three times a week will greatly lower your stress level. (Para. 4)

Doing... week 是动名词短语作主语。动名词(短语)可以在句中作主语, 例如:

1) Seeing is believing.

眼见为实。

2) Talking in English will help improve your English.

用英语谈话有助于提高你的英语水平。

Translation of Text A

大学生活快乐的秘诀

每个大学生都希望大学生生活能快快乐乐。下面这些建议也许会对你有所帮助。

有条理地生活 将每天的活动做出日程计划表,然后记下来,这样就可以知道什么时候该做事情,该做什么事情。用标题或者日期的形式将所做的笔记或者应完成的任务分类记录好,以便于轻松地找到需要的信息。

安排好学业 要知道什么是最重要的。如果有一项任务需要花费大量的精力去完成的话,要把它放在任务单的首项。把要做的事情安排好,你会更有效率地完成任务。如果等到最后期限才去做的话,你会因为担心能否按时完成任务而焦虑不安。

做体育锻炼 运动能使你增强活力,并有助于舒缓你的压力。每周三次,每次做三十分钟的体育锻炼会大大降低你所承受的压力。花点时间做运动将有助于你摆脱生活中的精神压力。

保持睡眠充足 人每天晚上需要七至八个小时的睡眠。只有这样,大脑和身体才能在白天运转良好。如果你同大部分大学生一样,你就会希望能保证这些睡眠。这会让你更加机敏且不易发怒。

饮食要健康 吃营养均衡的食物会让你有足够的能量完成每天的任务。不要吃糖或脂肪含量高的食物。相反,要吃诸如蔬菜、水果一类的健康食物。同时,饮食有规律也是很重要的。不要省掉任何一餐。

说出你的困难 说出遇到的困难能帮助人们缓解紧张和焦虑的情绪。因此,要找一些可以信赖的朋友或者看看学校是否有咨询中心一类的机构。与别人交流不仅可以让心情变好一些,还可以有助于你找到更多解决问题的办法。

保持乐观的态度 如果从乐观的角度看问题,你的自我感觉会好很多。要学会把艰难的处境看作是能被轻易克服的困难。要告诉自己:“我能做到。我不会因为这些而感到有压力。”

适时放松自己 找时间放松自己以保持最佳状态。不要一直不停地前进,前进,前进,要适时休息。享受与朋友们在一起的时光或者看自己最爱看的电视节目。适时放松自己会让你精力充沛,从而更好地度过大学生生活。

Exercises

Understanding the Text

● Reading Comprehension

1. 答案: A。解析: 参照课文第二段第二句。
2. 答案: B。解析: 参照课文第三段第三句。
3. 答案: D。解析: 参照课文第四段第二句。
4. 答案: C。解析: 参照课文第五段第四句。
5. 答案: A。解析: 参照课文第六段第四句。
6. 答案: C。解析: 参照课文第七段第一句和第三句。
7. 答案: B。解析: 参照课文第八段第一句。
8. 答案: A。解析: 参照课文第九段第四句。

● Topics for Discussion

Samples

1. — Now I am living a happy college life. On weekdays, I usually get up early in the morning and then I go out to do morning exercise and take some morning fresh air. Then I go to have my class. I like my English class very much. When I am free, I will listen to English songs or watch English movies. On weekends, I usually go to climb the mountains near our campus or go sightseeing with my friends by bike. I like my college life very much.
2. — I have got some suggestions for those students who hope to live a happy college life. For example:
 - 1) Don't care too much about your grade in class.
 - 2) Listen carefully in class and do all the assignment after class.
 - 3) Make a good schedule of what to do and how to do it before class.
 - 4) Talk about your problems or trouble with your classmates and teachers.
 - 5) Try to eat and sleep well so that you will be more energetic for your studies.

Language Power Building

Word Focus

● Word Out-crossing

单词拼写	拼写正误判断	正确拼写	中文意思
1. louer	×	lower	降低
2. activity	✓		活动
3. assinment	×	assignment	(分配、指派的) 工作, 任务
4. acomplish	×	accomplish	完成
5. stress	✓		压力
6. perform	✓		完成任务
7. efficient	✓		有效的
8. energi	×	energy	精力
9. tenstion	×	tension	紧张, 不安
10. increace	×	increase	提高
11. provide	✓		提供
12. regulaly	×	regularly	有规律地
13. plenty	✓		许多
14. positiv	×	positive	积极的
15. informasion	×	information	信息

● Multiple-choice

- | | |
|----------------------------|------------------------|
| 1. 答案: B. advice。 | 9. 答案: B. arrange。 |
| 2. 答案: A. schedule。 | 10. 答案: C. at。 |
| 3. 答案: C. perform。 | 11. 答案: D. deal with。 |
| 4. 答案: A. anxiety。 | 12. 答案: C. require。 |
| 5. 答案: B. wrote down。 | 13. 答案: B. efficient。 |
| 6. 答案: D. schedule。 | 14. 答案: A. get... off。 |
| 7. 答案: A. put... in order。 | 15. 答案: C. overcome。 |
| 8. 答案: C. with。 | |

Sentence Emphasis

● Pattern Drills

1. What does every college student hope to do?
2. Is it very difficult to find information?
3. What should you do if you have an assignment that requires a lot of work?
4. Whom do you give talks: "I can do this. I will not stress over this."?
5. Who need between seven to eight hours of sleep per night?

● Sentence Completion

- | | |
|---------------------|-----------------------|
| 1. 答案: B. visiting。 | 6. 答案: D. so... that。 |
| 2. 答案: B. to learn。 | 7. 答案: B. meeting。 |
| 3. 答案: A. writing。 | 8. 答案: B. Working。 |
| 4. 答案: C. to learn。 | 9. 答案: D. what。 |
| 5. 答案: A. finish。 | 10. 答案: C. If。 |



Extra Reading

Language Focus

1. Everything seemed new and interesting to me. (Para. 1)

seem 是半系动词, 所以后面跟形容词作其表语。例如:

1) The questions seem easy.

这些问题似乎不难。

2) Mrs. White didn't seem very sure.

怀特太太似乎不太确信。

2. To be frank, I liked Mrs. Zhang's class most because she could speak English very fluently, and I benefited a lot from her teaching. (Para. 2)

to be frank 是动词不定式短语作状语, 表示“坦率地说”的意思。例如: