

高职高专英语系列教材

主 审 张道真
总 主 编 邱立志

英语 第2册 上



English for Colleges and Institutes

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ENGLISH FOR
COLLEGES
AND
INSTITUTES

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英语 第一册

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高职高专英语系列教材

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编写说明

发展高等职业教育，培养和造就适应生产、管理、服务和技术第一线的高技术应用型人才，客观上要求我们必须高度重视高等职业教育的教材改革和建设。根据生源的实际情况和培养目标，编写和出版一大批体现高等职业教育特色的优秀教材，是我们努力的方向和目标。

英语作为高职高专重要必修课和基础课，教材建设刻不容缓。但是，编者经过大量的问卷调查和实际访问了解到：目前大部分高职高专院校使用的通用英语教材起点偏高，选材多注重自然科学和文学作品，不适应学生入学时的英语水平和就业后的应用需要；在“听、说、读、写”能力的培养中过分偏重某一个方面能力的训练；还有些教材设计的教学任务量过多，大大超过学生在校学习的课时，练习部分没有照顾高职高专学生的高等学校英语应用能力考试，等等。

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、学生需要、课堂教学等多方面力求体现如下特点：

(1) 紧密结合教学大纲要求和课堂教学实际。本套教材的全部参编者都是经验丰富的英语教学一线骨干教师，其中80%为在职在教的系主任或公共英语教研室主任。多年的一线教学实践积累使他们最了解高职高专英语教学现状，从而能够对症下药，按照学生实际情况和培养目标来选择和编写教学材料。

(2) 选材新颖。本套教材的所有材料都选自最新的报纸、杂志、网络文章，文章可读性强，饶有趣味，形式活泼，内容充分体现了时代特征，是真正的“活”英语。

(3) 适应学生考试需要。本套教材充分考虑了高职高专学生参加英语等级考试（高等学校英语应用能力考试）的客观需要，结合教育部颁发的《高等学校英语应用能力考试大纲和样题》，设计了多种题型，帮助学生掌握英语基础知识和基本技能。

(4) 采用综合本形式和板块式结构。本套教材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，在写作部分则注重写作方法、写作技巧和日常应用文的练习，使听、说、读、写及英语综合运用能力得以同步提高。

(5) 注重与中学英语知识的衔接。考虑到高职高专学生入学时的英语基础较薄弱，本套教材在第一册和第二册编入了复习练习，用以巩固高中阶段的英语知识和技能。

为了便于安排课堂教学，编者对本套教材的课堂教学有以下建议：

听力训练 (Listening Comprehension)：包括短对话 (Short Conversations)、情景会话 (Situational Dialogues)、短文听力 (Passage Listening) 三个部分，主要内容都是日常生活场景。建议使用1学时完成。

口语交际 (Speaking Development)：包括话题导言 (Topic Introduction)、情景会话 (Situational Dialogues)、常用句型和词汇 (Useful Sentences and Expressions)、口头练习 (Oral Practice)、文化背景 (Cultural Background)、幽默故事 (A Humorous Story) 六个部

分，涵盖了日常生活的各个主要场景，实用性和趣味性都很强。建议使用 1 学时完成。

综合运用 (Integrated Course): 由课文 (Text)、课文语言点 (Language Points of the Text)、课文理解练习 (Comprehension of the Text) 以及词汇 (Vocabulary)、结构 (Structure)、综合练习 (Comprehensive Exercises) 组成，第一、二册还包括一个复习练习 (Comprehensive Revisions)，用以复习巩固高中阶段的重要内容。建议使用 3 学时完成。

阅读训练 (Reading Training): 包括课内阅读 (In-Class Reading)、阅读练习 (Reading Exercises) 两个部分，选材与综合运用部分一致。建议使用 1 学时完成。

写作训练 (Writing Work): 第一册是基本技能 (Basic Skills) 训练，如基本的语句及段落组织方法；第二册是应用写作 (Applied Writing) 训练，主要练习常用应用文的写作技巧和方法；第三册和第四册是短文写作 (Essay Writing)，进一步训练写作技巧。建议使用 1 学时完成。

我们组织了全国 60 多所高职高专院校中的 80 多名一线教师参加本套教材的编写工作，把大家的教学经验、对学生的英语基础和课堂教学实际的了解、各位编者手上的精彩语料等多个方面利用和结合起来。初稿完成后，我们组织教学经验丰富的教授和外籍教师对整个书稿进行了系统校阅，专家组的成员包括余东、周力、周正太、胡光忠、张云勤、容华丽、陆润海，以及美籍教师 Leo Shofield 和 Jonathan Andrews 等，对他们的辛勤劳动在此表示衷心感谢。特别是我国著名英语教育家张道真教授承担了这套教材的主审工作，在此我们深表谢意。

尽管从编写大纲的拟定到最终定稿，我们始终注意把教学大纲和高职高专英语的教学实际结合起来，但由于编者水平和学识所限，本套教材一定存在各种不足和问题。恳请各位老师和同学在使用过程中，随时提出宝贵意见和建议，请直接发送电子邮件到 qiu1965@21cn.com，我们在此表示诚挚的谢意。

编者

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Listening comprehension
Speaking development

Unit 1

*Integrated course
Reading training
Writing work*

English

PART I

LISTENING COMPREHENSION



Visiting a University Campus



Words to Know

- web** /web/*n.* complex, interconnected structure or arrangement 网络; (Web) 全球网
- Christian** /'krɪstjən/*n.* one who professes belief in Jesus as Christ or follows the religion based on the life and teachings of Jesus 基督教徒
- festival** /'festəvl/*n. & adj.* occasion for feasting or celebration; of, relating to, or suitable for a feast or festival; festive 节日 (的); 喜庆日 (的)
- pointed** /'pɔɪntɪd/*adj.* having an end coming to a point 尖的
- recreation** /rekri'eɪʃ(ə)n/*n.* refreshment of one's mind or body after work through activity that amuses or stimulates; play 消遣; 娱乐
- rear** /rɪə(r)/*n.* a hind part 后面; 后边
- cement** /sɪ'ment/*n.* concrete 混凝土
- gymnasium** /dʒɪm'neɪzɪəm/*n.* (*pl.* gymnasiums; gymnasia) room or building equipped for indoor sports 健身房
- provost** /'prɒvəst; (US) prəʊvəst/*n.* an university administrator of high rank 教务长
- thunderbolt** /'θʌndəbəʊlt/*n.* discharge of lightning accompanied by thunder 雷电; 霹雳; 伴有雷声的闪电
- administrative** /əd'mɪnɪstrətɪv/*adj.* of administration or management 管理的; 行政管理的
- finance** /'faɪnæns/*vt.* to provide or raise the funds or capital for 供资金给; 为……筹措或提供资金或资本
- fund** /fʌnd/*vt.* to provide money for 为……提供资金
- breakthrough** /'breɪkθruː/*n.* major achievement or success that permits further progress, as in technology 重大成就
- humanities** /hjuː'mænɪtɪz/*n.* 人文学科

profound /prə'faʊnd/**adj.** coming from a great depth; deep 深奥的; 深邃的
enormously /ɪ'nɔ:məsli/**adv.** very greatly in size, extent, number, or degree 非常地; 巨大地
productivity /prɒdʌk'tɪvɪti/**n.** quality of being productive 生产力; 生产率
define /dɪ'faɪn/**vt.** to state the precise meaning of 给……下定义
largely /'lɑ:dʒli/**adv.** for the most part; mainly 大部分地; 主要地
successive /sək'sesɪv/**adj.** following in uninterrupted order; consecutive 接连的; 以不间断的顺序接着的; 连续的
generation /dʒenə'reɪʃ(ə)n/**n.** offspring that are at the same stage 后代; 一代人
professional /prə'feʃən(ə)l/**n.** skilled practitioner; expert 行家; 技术熟练的行业者; 专家
static /'stætɪk/**adj.** having no motion; being at rest 静态的; 静止的
dynamic /daɪ'næmɪk/**adj.** marked by intensity and vigor; forceful 生气勃勃的; 充满激情与活力的; 强有力的
term /tɜ:m/**vt.** to designate; call 把……称为; 叫做
insight /'ɪnsaɪt/**n.** capacity to discern the true nature of a situation; penetration 洞察力; 穿透力
divine service (宗教的) 礼拜
in response to 为了回应……; 响应



Short Conversations

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

1. A: I hear someone will show us around the _____. Do you know when?
 B: Yes, _____ a. m. tomorrow. Kate will be with us.
2. A: Where can we get a university _____?
 B: We'll get there soon. It's in the University Information and Web Center. People there will help you and you just show your _____ to them.
3. A: This is the students' center. _____ are held here from time to time.
 B: That's wonderful. So, can we have a _____ for us Chinese students?
 A: Yep.
4. A: What's that building with a _____?
 B: That's the _____. Christians go there for their divine service Saturday.
5. A: This is the _____.
 B: How long can I keep the bike?



A: As long as you stay here or you need the bike. If you find _____, please send it back, and we'll have it repaired.



Situational Dialogues

Directions: Listen to the dialogues and choose the right answer to each of the following questions.

Dialogue 1

In this dialogue you will hear the conversation between Kate, the university international students assistant, and John, a new student just from China.

1. What's the name of the university gymnasium?
A. Kibbie. B. Dome.
C. Kibbie Dome. D. Sports and Recreation Center.
2. At the first point of their visit to the university, where are the residence halls?
A. On the right. B. On the left.
C. In the front. D. In the rear.
3. At the second point of their visit to the university, where is the College of Education?
A. On the right. B. On the left.
C. In the front. D. In the rear.
4. Where is the International Students Office?
A. In a red-bricked house. B. In the library building.
C. In a tall tower. D. In a three-storied building.
5. Of what materials are the buildings made?
A. Wood. B. Red bricks.
C. Cement. D. Not mentioned.

Dialogue 2

You will hear a dialogue also between Kate and John. Now they are visiting the administrative building of the university.

1. Which building is the oldest building?
A. The International Students Office Building.
B. The Library Building.
C. The Administrative Building.
D. College of Education Building.
2. When was it first built?
A. In 1819. B. In 1889.

- C. In 1896. D. In 1946.
3. Where is the College of Arts?
A. Near the State Government. B. Near the library.
C. In the Administrative Building. D. In the Sports Center.
4. Who financed the construction of the administrative building?
A. The University.
B. The State Government.
C. The president, vice presidents and provosts.
D. Some private businesses.
5. At first, what kind of college did the State decide to establish?
A. A college of arts. B. A college of education.
C. A comprehensive university. D. A college of agriculture.



Passage Listening

1. Directions: Listen to the passage and fill in the missing words with the exact words you hear on the tape.

American research universities are the finest (1) _____. The breakthroughs in the natural sciences, social sciences, arts and humanities, and fields of (2) _____ that are the result of university research are too many to consider. The impact of university research, and university partnership with (3) _____ on the American economy is profound. The American research university has contributed enormously to the (4) _____ and productivity of the nation.

Our cultural landscape, too, has in many ways been defined by the (5) _____ and scholarship that takes place in our research universities. Through their graduate programs our research universities have been largely (6) _____ for educating successive generations of our nation's leaders in government, business, and industry, our educators, (7) _____, engineers, artists, and health care professionals.

But the American research university must not be static—it must be dynamic. In response to the demands and (8) _____ of a changing world, the American research university must evolve. In recent decades (9) _____ possible models have been proposed for what many have termed “the new American university”. While each of these models offers (10) _____ and ideas, none go far enough to embrace the (11) _____ ahead.

2. Directions: Listen to the passage again and answer the following questions in brief.

(1) In terms of the author, in which place are there the finest research universities?

_____.

(2) What have the American research universities contributed to?

_____.

(3) Through what have the universities been responsible for educating successive generations?
_____.

(4) Must the American research universities evolve?
_____.

(5) In recent decades, have people proposed any possible models of American research universities?
_____.



Notes

1. as long as 是“只要”的意思。

例如：

- As long as you like the book, you may keep it.

2. have something done 是“让别人做某事”的意思。

例如：

- You'd better have the bike repaired, for I may use it next week.

3. house 也可以用作动词，意思是“提供住处；供给房子用”。

例如：

- Those caves may house snakes or some other wild animals.
- He is trying hard to feed and house his family.

PART II

SPEAKING DEVELOPMENT



Visiting a University Campus

Topic Introduction

出国到大学访问或参加学术研讨会或进行教育合作项目，往往都会参观大学校园，有时候可能还是其中的一项活动。美国的大学校园有几个特点，一是总面积都比较大，而实际的教学区域却比较小；二是多数校园历史悠久，各种风格的建筑物点缀其中；三是环境优美，特别是绿化做得很不错。

大学的校园大多数都以学校图书馆和综合活动中心（commons）为中心向四周展开，各个学院呈环形围绕着图书馆，一般每个专业性的学院都有一栋或几栋连在一起的办公教学楼，而文学院、理学院的各个系则比较分散。参观校园时须注意校内的标志指向，一旦走错了路可以沿指向找到回去的路。



Situational Dialogues

Dialogue 1

John, new to an American university, is being shown around the campus, and Kate, an international students' assistant, is piloting a group of new students.

Kate: Now let me show you around the campus. I'll give you a brief introduction to each key place. If you have any questions, let me know.

John: How long will it take us to tour the campus?

Kate: About one hour and a half. We'll be back here 11:30.

John: What's the area of the whole campus?

Kate: It's 780 acres, but only one third is used for academic activities.

John: How about the rest two thirds?

Kate: We have an experimental farm, an experimental forest park and some residence halls surrounding the core area.

John: The campus tour is just in the central area?

Kate: Yes, let's go and please follow me.

Dialogue ②

Kate is leading a group of international students around the campus. John is talking about the sports center with her.

Kate: This new building is the Students Sports Center, and the students have access to all the sports equipments.

John: Do they have to pay for this?

Kate: Yes, at the beginning of each semester they have to pay a kind of fee called sports fee. So, they have to show their students ID.

John: Do the students enjoy playing here?

Kate: Yes, they do. This is a very good place to exercise.

John: Do you have any other sports establishments on campus?

Kate: Yes. There's another sports complex near the residence halls.

Dialogue ③

Some universities take up a lot of research work for government, businesses and military organizations. Now Kate is introducing something about a research institute to John.

Kate: Next is the presentation of our institute and what we have done in the past ten years. Please let me know if you have any questions.

John: How many research projects will be included?

Kate: Twenty-five projects. Ten years ago, our institute was established, and mainly funded by the Ford Foundations. For the first year we obtained the project about how to kill the potato pests from the Department of Agriculture of Idaho State.

John: Are the researchers doing their projects single-handedly or cooperating with others?

Kate: Everyone here has very good team spirits, but each person can undertake an independent project.

John: What's the role of these graduates?

Kate: Most of them do their own research, and some of them are the helpers for their major professors.



Notes

1. a brief introduction to 是“某事物的简介”，如 a brief introduction to our research project (我们研究项目的简介)。
2. 分数词是英语中容易错的一个词类，third (三分之一)、fourth (四分之一)、fifth (五分

之一)都是分数词,当分子超过“1”时,就要加s了,如 two thirds (三分之二)、three fourths (四分之三)、four fifths (五分之四)等。



Useful Sentences and Expressions

1. Useful Sentence Patterns

(1) Here we are going into the campus.

现在我们进入校园了。

(2) They are all wonderful places. So we can exercise ourselves over there.

这些都是很好的地方,我们可以到那儿锻炼身体了。

(3) All the buildings are very beautiful. Are they red-bricked?

所有这些建筑物都非常漂亮,都是红砖砌的吗?

(4) They are made of wood, but the wall surface is covered with red bricks.

都是木头做的,但墙的表面贴了一层红砖。

(5) How long will it take us to tour the campus?

走遍校园要多长时间?

(6) Is this the bird's-eye view of the whole campus?

这是整个校园的鸟瞰图吗?

(7) What's the area of the whole campus?

整个校园的面积多大?

(8) How many colleges and departments in your university?

你们大学有多少个学院、多少个系?

(9) How many students are there in this university?

这个大学有多少个学生?

(10) The campus tour is just in the central area?

校园游览只是在中心区域吗?

(11) Do they have to pay for this?

他们要为此付钱吗?

(12) Are the computer labs open round the clock?

计算机室 24 小时开放吗?

(13) Do the students enjoy playing here?

学生们喜欢在这儿玩吗?

(14) Do you have any other sports establishments on campus?