



普通高等教育“十五”国家级规划教材

总主编 戴炜栋

副总主编 蒋秉章

# 新世纪高职高专英语

## NEW CENTURY ENGLISH INTEGRATED COURSE

### 综合教程

(修订版)

主编 徐小贞 周玉林 杨亚军 楼迎宪

学生用书  
STUDENT'S BOOK

# 4



上海外语教育出版社



教育部推荐 “十二五” 国家重点图书出版规划项目

教育部  
推荐  
重点  
图书  
出版  
规划  
项目

# 新世纪高职高专英语

NEW CENTURY COLLEGE ENGLISH

新世纪高职高专英语 综合教程

第三版

李江林

北京 机械工业出版社

新世纪高职高专英语  
综合教程





普通高等教育“十五”国家级规划教材

总主编 戴炜栋

副总主编 蒋秉章

# 新世纪高职高专英语

## NEW CENTURY ENGLISH INTEGRATED COURSE

### 综合教程

(修订版) CH. VI

# 4 学生用书

## STUDENT'S BOOK

主 编

徐小贞 周玉林 杨亚军 楼迎宪

编 者

袁凌燕 廖丽洁 王莉莉

崔希荣 李向明



上海外语教育出版社

## 图书在版编目(CIP)数据

新世纪高职高专英语综合教程(4)学生用书 / 徐小贞, 周玉林, 杨亚军, 楼迎宪  
主编. —修订版. —上海: 上海外语教育出版社, 2005

普通高等教育“十五”国家级规划教材

ISBN 7-81095-329-X

I. 新… II. ①徐…②周…③杨…④楼… III. 英语—高等学校; 技术学校—教材

IV. H31

中国版本图书馆CIP数据核字(2005)第006553号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 杨自伍

---

印 刷: 上海新华印刷有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 17 字数 423 千字

版 次: 2005年2月第1版 2005年6月第2次印刷

印 数: 80 000 册

---

书 号: ISBN 7-81095-329-X / G · 219

定 价: 22.00 元

本版图书如有印装质量问题,可向本社调换



## 修订版前言

普通高等教育“十五”国家级规划教材于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果，全面体现高职高专英语教学规律，突出“五项创新”，深受广大师生欢迎。为了使这套教材更加完善，上海外语教育出版社组织我国四所高职名校，即深圳职业技术学院、上海第二工业大学、北京联合大学和华东师范大学职业技术学院的英语骨干教师组成阵容强大的编写班子，利用调查表和座谈会的形式，广泛征求用户和专家的意见和建议，并按照教育部高等教育司颁布的《高职高专教育英语课程基本要求》，结合高职高专英语教学实际，在保留教材原有特色的基础上，对教材作了全面修订。《新世纪高职高专英语》(综合教程)(第四册)在以下几个方面作了改进：

一、更新了三分之一的课文，使课文内容更加引人入胜、体裁更加多种多样、语言点更加切合教学实际；增加了 Read More 部分的内容，并确保每个单元围绕同一主题展开。

二、根据《基本要求》所附的词汇表和英美出版的英语单词词频统计，控制每课生词的数量、安排生词出现的顺序及重现的频率，并在每单元 New Words 后标注了生词量、生词率、纲内词、纲外词等信息，使学生更主动地把握词汇学习规律，提高教学效果。

三、对练习题进行了较大的修改，减少了多项选择题型的数量，增加实际运用英语的题型，以提高学生的英语应用能力。

四、根据《基本要求》中的“语言技能表”，第四册训练写作技巧。这部分讲解言简意赅，强调技巧的实际应用，并通过相关练习加以掌握。

五、根据《基本要求》中的“交际范围表”，继续安排了 Practical Reading 和 Practical Writing 两项内容，进一步提高学生英语应用能力水平。

六、为了突出主题学习；同时便于学生课外自学，提高学生兴趣，每单元后面介绍了相关的英语网站，教师可将学生分成小组，就本单元主题在因特网上搜索信息，并加以整理，然后在课堂上通过 PowerPoint 等方式加以展示。

七、在每单元后增加了 Memorable Quotes，精选一些语言优美、内容健康的警句、格言等，供学生课后背诵，起到陶冶情操、丰富知识、提高语言水平的作用。

八、根据编者的教学实践和用户的意见反馈，纠正原书中的错误。

另外，与教材配套的《教师用书》、《练习册》、《听力教程》也作了修订，并将《教师用书》和《教案》合并为《教师手册》，使教学更加方便。

本套教材总主编为戴炜栋，副总主编为蒋秉章；本册主编为徐小贞(深圳职业技术学院)、周玉林(深圳职业技术学院)，杨亚军(北京联合大学)、楼迎宪(上海第二工业大学)；参加编写的有袁凌燕、廖丽洁、王莉莉、崔希荣、李向明；童琳参与了文字录入和版式设计

计工作；美国专家王道明协助修订和审阅。

上海外语教育出版社的领导对修订工作给予了大力支持，责任编辑杨自伍对新版教材进行了精心策划和认真编审，谨此一并致谢。

由于编者水平和经验有限，教材难免还有疏漏和不妥之处，希望广大师生继续批评指正。

编者

2005年1月

# 修订版使用说明

## 一、教材框架

《综合教程》(修订版)每册共有10个单元,每个单元由十个项目组成: **Highlights** 设置在每单元开始的左栏醒目位置,提纲挈领地列出主要内容; **Lead In** 设置在每单元的开始,提供若干张与课文主题相关的图片和一些提示词,引导学生就课文主题展开讨论并写下要点; **Read In** 精选反映当代社会生活、科学技术、文教体育等各类主题且又贴近高职高专学生生活的原文作课文,并在课文的右侧及课文后面都编有涉及阅读理解和启发性的问题,旨在提高学生通过阅读提高语言吸收能力。 **Focus On** 主要针对课文中出现的重要词语和表达方式进行练习,旨在使学生对语言输入进行加工处理并消化吸收; **Work Out** 对课文中出现的单词、词组和句子结构进行强化练习。练习形式多种多样,包括填空、联词成句和翻译等; **Read More** 有两篇与单元主题有关的短文,每篇短文后附有五个阅读理解选择题,旨在为学生提供与单元主题有关的更多语言材料并提高阅读理解能力; **Practical Reading** 和 **Practical Writing** 旨在培养学生实际从事涉外交际活动的语言应用能力。 **Study Guide** 为学生自主学习提供指导。 **Fun Time** 为学生创造轻松的语言氛围,增加学习的趣味性,提高学生的学习积极性。

## 二、处理词汇的方法

1. 本套教材 **Read In** 中主课文的 **New Words** 以《高职高专教育英语课程教学基本要求》为依据,凡《基本要求》标为 A 级或 B 级的词汇出现在主课文中,均作为生词处理,这类生词为纲内词。
2. 纲外词为超出《基本要求》的词汇,在生词表中,以 \* 号标出。
3. 所有新单词均配有汉语释义,形容词和动词配有汉英文释义。释义以该单词的 **contextual meaning** 为首选,并附加一、两个常见意义。如果一个生词的 **contextual meaning** 超出《基本要求》,但该词仍被列入《基本要求》的,则仍列入生词表。
4. 所有生词一般都标明词频,并在生词表后对单元的所有生词进行词频统计。
5. 生词表后,有选择地在 **Collocations** 一栏中列出常用英语词典未标明而学生又往往忽视、容易出错或未完全掌握的介词与名词、动词与介词的搭配。
6. **Phrases and Expressions** 标明课文中出现的《基本要求》应掌握的 **phrasal verbs** 和 **noun phrases**。
7. **Proper Names** 标明课文中出现的专有人名、地名、事件等。
8. **Read More** 包括与单元主题有关的两篇文章,每篇后面有阅读理解题,旨在为学生提供与单元主题有关的更多语料并培养阅读理解能力,其中的新词或搭配用法用黑体显示,鼓励学生利用上下文等手段猜出词义。如无法猜出,可在正文后的 **Glossary** 中查到单词释义。

### 与词汇相关的练习有:

1. **Focus On** 和 **Work Out** 部分为 **New Words, Phrases and Expressions** 以及课文中重要句型的配套练习,旨在通过相关练习帮助学生掌握相关词汇(及其变化形式),并能熟练运用常见词汇和句型,如造句、翻译等。
2. **Vocabulary Snapshot** 部分,给出 **New Words** 和 **Phrases and Expressions** 中词频较高。词义较丰富的常见单词和短语,选择五个词义较复杂的单词,给出相关例句,所有例句均选自权威原版词典。
3. **Work Out** 中训练词汇用法的内容主要包括以下几种形式:
  - I: 要求学生运用文中相关词汇和句式,通过灵活多样的形式重温课文重点内容。
  - II: 要求学生选择 **Vocabulary Snapshot** 所列的词汇完成句子,检测其掌握重点词汇的程度。
  - III: 要求学生用括号内单词的正确形式填空完成句子。括号内的单词均为 **New Words** 中列出的词,但不再使用 **Vocabulary Snapshot** 内的词语。
  - IV: 要求学生运用常见词组或固定搭配用法翻译句子。
  - V: 要求学生运用课文中出现的重要句型或词汇改写句子。
  - VI: 要求学生正确选用容易混淆的词语。

### 三、语法与句子结构

**Work Out** 中的 **Grammar Tips** 是根据《基本要求》“语法结构表”,针对高职高专学生语法难点而编写的,其特点是涵盖面广,简明扼要,讲解与练习结合,以条目的形式对学生学习中不易掌握的语言点,包括词汇、结构、时态、语气及习惯用法等进行总结归纳。练习分为两个部分,专项与综合结合进行。前者旨在巩固前面讲述的语言点,而后者则着重对一段语篇中的各种语法现象进行综合练习。两者的练习形式都力求多样化,有改错、选择、填空、联词成句、句型转换等。

掌握基本句型的用法是打好英语基础的一项重要内容。针对第一版《新世纪高职高专英语教程》中对句子结构方面训练比较单薄的欠缺,修订版教材加强了句型结构训练的力度,充分发掘课文中的基本句型,举一反三,反复操练。通过该项练习,学生不仅熟悉课文中出现的句型,而且能够灵活应用。

### 四、语言技能

为了更好地贯彻《高职高专教育英语课程教学基本要求》中提出的对高职高专学生掌握英语技能的要求,本套教材在修订版中按照《基本要求》所附的“语言技能表”的内容,在一至四册中分别增加了 **Reading Skills, Writing Skills, Translation Skills**, 让学生全面了解和掌握基本的语言技能,使整套教材的内容更全面,结构更完整。每一单元中的小短文均按照学生的学习规律和语言教学规律设计,文章短小精悍,语言简洁地道,以循序渐进的方式有针对性地向学生讲授一些最基本的语言学习技能,并在文章后附有小练习供学生自测。本部分可供学生课后自学,在课时允许的情况下,也可由教师做适当讲解。

### 五、语言交际

为了使学生在打好语言基本功的同时,也掌握实际应用英语的能力,并为学生参加



《高等院校英语应用能力考试》作准备,《综合教程》从第一册即编排了 **Practical Reading** 和 **Practical Writing**, 内容覆盖《基本要求》“交际范围表”的所有项目。**Practical Reading** 包括: 业务信函、传真、广告、产品与生产厂家介绍、维护和使用说明、书籍前言、序言和正文节选、国外大学介绍、大学录取通知书、留学生签证文件、旅游景点介绍、招标公告、招聘广告、商务合同与单证及公司法条文等。**Practical Writing** 包括: 求职信、个人简历、留学申请表、名片、传真、电子邮件、便条、海报、邀请信、商业书信、简短广告等。

这部分练习的方法尽可能符合涉外工作和生活实际,形式有模拟套写、填空及完成实际任务等。

## 六、学习指导

针对刚进大学的新生对大学生活缺乏了解,学习方法欠缺,没有良好的学习习惯等情况,修订版第一册的每一单元中新增加了 **Study Guide**。其中有精选出的小短文,语言精练自然、内容丰富多彩,涉及如何让学生树立学习目标,合理安排自己的生活和学习;如何有效利用学校的资源;如何缓解学习及考试压力等。此外,还介绍了一些行之有效的学习方法,帮助学生顺利度过中学到大学的过渡阶段,以培养学生自主学习的学习习惯,逐步实现授人以渔,体现终身教育的思想。

另外,随着互联网走进越来越多的学校、家庭,有必要指导学生利用这一功能强大、使用便捷的媒体学习英语,为此本套教材每单元辟有 **Web Resources** 一栏,为有条件的学生提供与主题相关的网站,以培养其独立获取有用信息的能力。

## 七、名言名篇

每单元后新增加了一些名人名言、名段名篇 (**Memorable Quotes**), 目的是借鉴我国传统的语文教学中的背诵方法,培养学生的语感,让学生在在学习语言的同时提高自身修养,陶冶情操,并为以后的写作积累语言素材。所选内容从单句过渡到段落。

## 八、开心时刻

开心时刻 (**Fun Time**) 通过欣赏漫画、幽默故事、笑话、电影片断、英语游戏等,使学生在轻松的语言氛围中学习英语,并增加对英美文化的了解。

# Contents

Unit	Page	Topic	Text	Read More
1	1	Major	What's Your Major?	Passage One Passage Two
2	24	Inflation	Inflation in South America	Passage One Passage Two
3	47	Internship	Finding an Internship	Passage One Passage Two
4	71	Lawyer	Ambulance Chaser	Passage One Passage Two
5	94	Transportation	Biting the Bullet	Passage One Passage Two
6	117	Businessmen	The Businessman of the Century	Passage One Passage Two
7	143	Marketing	NAFTA and the Beer Market	Passage One Passage Two
8	165	Study Abroad	Why Think about Studying Abroad?	Passage One Passage Two
9	186	Success	The Winner's Guide to Success	Passage One Passage Two
10	212	A Mystery in an Old Civilization	The Mystery of the Mayas	Passage One Passage Two
Glossary	239			



Writing Guidance	Practical Reading	Practical Writing
Developing a Narrative Paragraph	Reading a University Acceptance Letter	Agenda
The Descriptive Paragraph	Reading about Recruitment	Minutes
The Explanatory Paragraph <i>Telling How</i>	Reading about State of the Art Technology (1)	Bill of Lading
The Explanatory Paragraph <i>Telling Why</i>	Reading about State of the Art Technology (2)	Letter of Appointment
The Explanatory Paragraph <i>Telling What</i>	Reading a Description of a Scenic Spot	Quotation
Exploring Compositions	Reading a Preface	Replying to Inquiries
The Narrative Composition	Reading an Export License	Letter of Payment
The Descriptive Composition	Reading a Certificate of Origin	Placing Orders
The Explanatory Composition <i>Telling How</i>	Reading an Insurance Policy	Bill of Exchange
The Explanatory Composition <i>Telling Why</i>	Reading a Letter of Credit	Application for a Letter of Credit



# UNIT ONE

## Highlights

Topic

Major

Writing Guidance

Developing a Narrative Paragraph

Practical Reading

Reading a University Acceptance Letter

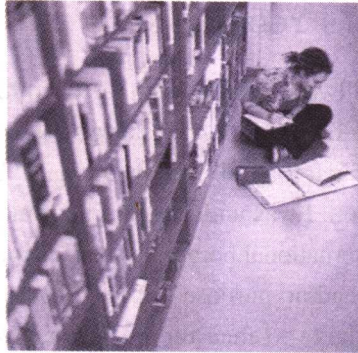
Practical Writing

Agenda



## Lead In

1. How important do you think your major is in your future work and life?



A

### Ideas

initiative and creativeness  
theory and practice  
problem-solving skills  
one's purpose in life  
all-round development



B

2. Make notes on what you are talking about.

IMPORTANT	NOT IMPORTANT





## Read In

***Do you like your major? The following story tells us that it really doesn't matter what you major in. There is plenty of time to decide what you will do with the rest of your life. Do you think so?***

### Text

#### What's Your Major?

It echoed through the hallways and out onto the quad like some ancient Gregorian chant. Everyone was asking it. It was the new pickup line — more popular than “What’s your sign?” But I had no answer. I dreaded the question. I was undeclared, like some contraband  
 5 being smuggled across an international border. Like an astronaut floating unchained through space, I had no purpose in life. I would rather have taken the SAT again than have to face the question, “What’s your major?”

And tomorrow was the last day to declare a major. The last day!  
 10 Everyone else was happily moving forward in their lives, striving toward careers in anthropology, sociology, biology and the like. “Don’t worry,” my friends would say. “You can always major in business.” Business? Not me. I was an artist. I would rather have died than major in business. In fact, I didn’t even need college. I could just go out into the world, and  
 15 my great talents would be immediately recognized.

On the night before my fate was to be declared, my parents were having a dinner party for some of their friends. What would my parents’ friends care about majors? I could eat dinner in peace and take a break from my inner angst for a couple of hours.

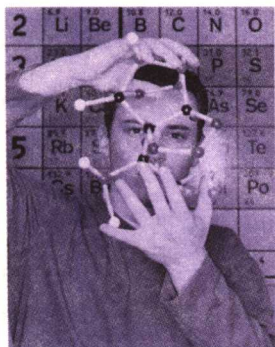
I was wrong. All they could talk about was majors. They each had to share their majors with me, and each had opinions as to what mine should be. All their advice didn’t put me any closer to a major. It just confused me even more. None of our dinner guests seemed particularly suited for their chosen professions. Dr. Elkins, the dentist, had spinach in  
 20 his teeth. And Mr. Albertson, the hydro-engineer, kept knocking over his water glass.

Dinner was over, everyone left, the night was getting late, and yet I

What question did the author hate more than the question “What’s your sign”?

Did the friends of the author’s parents do as he wished?





30

35

was still undeclared. I got out the catalog and began paging through the possibilities for the millionth time. Aeronautical engineering? I get airsickness. Chinese? I'd always wanted to go to China, but it seemed I could go there without majoring in it. Dentistry? Just then I happened to look in the mirror and noticed spinach in my teeth. This was hopeless.

40

As college students are prone to do, I decided that if I just slept for a while and woke up really early, I would be able to manifest a major. I don't know exactly what it is in the college student's brain that thinks some magical process occurs between 2:00 a.m. and 6:00 a.m. that will suddenly make everything more clear.

45

It had worked for me in the past, but not this time. In fact, as college students are also prone to do, I overslept. I woke up at 10:00 a.m. I had missed my first class, Physics for Poets, and I had three hours to commit the rest of my life to something, anything. There was always business.

50

I left for campus hoping for a divine major-declaring inspiration between my house and the administration building that would point me in the right direction. Maybe a stranger would pass by on the street and say, "This is what you should do for the rest of your life: animal husbandry. Maybe I would see someone hard at work and become inspired to pursue the same career. I passed a movie theater playing *Once Is Not Enough*, and was tempted to duck inside and enjoy the film based on Jacqueline Susann's best-selling novel and starring David Janseen. I passed up the temptation. But wait a minute! Movies. I love movies. I could major in movies. No, there is no major in movies. Film, you idiot, I thought. That's it! I was lost but now I was found. I was declared.

55

60

Fifteen years later, I think of all my friends who so confidently began college with their majors declared. Of those who went around asking, "What's your major?" very few are working in their chosen professions. I didn't end up a filmmaker. In fact, I'm now on my fourth career — and some days, I still feel undeclared. It really doesn't matter what you major in, as long as you get the most out of college. Study what interests you, and enjoy learning about the world. There is plenty of time to decide what you will do with the rest of your life.

What majors came across the author's mind?

Did the author attend the first class on time?

What major did the author finally declare?

What conclusion did the author make after 15 years?



## New Words

administration /əd,mɪnɪ'streɪʃən/ <i>n.</i>	management of affairs 管理, 经营 management of public affairs 行政	★★★★☆
* aeronautical /,eərə'nɔ:tɪkl/ <i>a.</i>	of aviation 航空的	
* airsickness /'eəsɪknɪs/ <i>n.</i>	feeling of being sick during air travel 晕机	
* anthropology /,ænthrə'pɒlədʒi/ <i>n.</i>	science of man 人类学	★★★★☆
catalog /'kætəlɒɡ/ <i>n.</i>	list of items in a special order 目录	★★★★☆
v.	make a catalog 编目录	
chant /tʃɑ:nt/ <i>n.</i>	a religious song 圣歌	★★★★☆
confuse /kən'fju:z/ <i>v.</i>	mix up in the mind 使糊涂	★★★★☆
* contraband /'kɒntrəbænd/ <i>n.</i>	goods brought into a country illegally 违禁品	
declare /dɪ'kleə/ <i>v.</i>	申报; 报专业	★★★★☆
dentistry /'dentɪstrɪ/ <i>n.</i>	work of a dentist 牙科	★★★★☆
* divine /dɪ'vaɪn/ <i>a.</i>	sacred 神圣的	★★★★☆
dread /dred/ <i>v.</i>	fear greatly 畏惧, 害怕	★★★★☆
duck /dʌk/ <i>v.</i>	move quickly to avoid being seen 闪进, 溜入	★★★★☆
echo /'ekəʊ/ <i>v.</i>	send back sound 回音, 回响	★★★★☆
hydro-engineer /'haɪdrəʊ ,endʒɪ'nɪə/ <i>n.</i>	水力工程师	
* idiot /'ɪdɪət/ <i>n.</i>	白痴; 笨蛋	★★★★☆
inner /'ɪnə/ <i>a.</i>	private and secret 内心的	★★★★☆
manifest /'mænɪfest/ <i>v.</i>	show clearly 明白显示	★★★★☆
oversleep /,əʊvə'sli:p/ <i>v.</i>	sleep for longer than you intended 睡过头	★★★★☆
page /peɪdʒ/ <i>v.</i>	call sb's name over a public address system 播叫 send a message to sb's pager 寻呼	
prone /praʊn/ <i>a.</i>	inclined to 易于	★★★★☆
* quad /kwɒd/ <i>n.</i>	庭院	
sign /saɪn/ <i>n.</i>	星座 (also called "star sign")	★★★★☆
smuggle /'smʌɡl/ <i>v.</i>	get goods illegally into or out of a country 走私	★★★★☆
* spinach /'spɪnɪdʒ/ <i>n.</i>	菠菜	★★★★☆
star /stɑ:/ <i>v.</i>	appear as a star in a film or play 主演	★★★★☆
tempt /tempt/ <i>v.</i>	attract sb to have or do 吸引, 诱使	★★★★☆
* undeclared /,ʌndɪ'kleəd/ <i>a.</i>	not declared 未申报的	

生词量	生词率	纲内词	纲外词	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆	未标词频
27	3.70%	19	8	3	2	2	8	5	7

**Collocations**

duck into	一闪溜进
get the most out of	充分利用
go out into the world	走向社会(尤指学生)
in peace	从容不迫
knock over	打翻
learn about the world	了解世界
major in	主修
move forward	进展顺利
put someone closer to	使人向…靠拢、接近
strive toward	向…奋进, 为…努力
suited for	适合从事

**Phrases & Expressions**

administration building	行政大楼
animal husbandry	动物饲养
be prone to do	易于…, 有…倾向的
commit ... to	把…托付给
declare a major	申报专业
end up + ing / n.	结果成为
movie theater	(美)电影院
page through	随意翻阅(杂志、书等)
pass up	放弃
pickup line	搭腔用语
point sb in the right direction	为…指明正确方向
that's it	就这么定了
water glass	玻璃杯
you idiot	真傻

**Proper Names**

Albertson	艾尔伯特逊(姓)
David Janseen	大卫·詹森(美国电影明星)
Elkins	艾尔金斯(姓)
Jacqueline Susann	杰奎琳·苏珊(美国女作家)
<i>Once Is Not Enough</i>	《深情》(美国畅销书女作家 Jacqueline Susann 的作品, 1975 年被搬上银幕)

**Notes****1. SAT:**

Scholastic Aptitude Test. It is usually adopted by universities in the USA for enrolling new

students, as there is no college entrance exam in the country.

2. **Gregorian chant:**

a kind of church music for voices alone, named after Pope Gregory the Great, St. Gregory, to whom the attempt at standardization of the chant in the late 6th century is attributed.

3. **Physics for Poets:**

a course taken by the author. Generally speaking, universities in the USA offer such courses as physics which are to introduce the basic knowledge to students of non-science majors.

### Reference Desk

1. **Topic-related words and phrases:**

sales executive	(销售主管)
administrative assistant	(行政助理)
line supervisor	(生产线主管)
customs clearance officer	(报关员)
export sales staff	(外销员)
marketing representative	(营销代表)
technical maintenance staff	(技术维修人员)
mechanic	(技工)
turner	(车工)
welder	(焊工)
accountant	(会计)
guide	(导游)

2. **Web resources:**

<http://www.career.fsu.edu/documents/> — Serious and academic explorations about negative career thoughts.

<http://www.career.edu.my/path/> — A typical job description about the post of architect (job requirements, responsibilities, qualifications, etc.).



## Focus On

### Vocabulary Snapshot

catalog  
echo  
sign

declare  
inner  
tempt

divine  
manifest

dread  
page