



高职高专“十二五”专业英语教学改革规划教材

GAOZHI GAOZHUAN SHIERWU ZHUANYE YINGYU JIAOXUE GAIGE GUIHUA JIAOCAI

职业英语——计算机类

VOCATIONAL ENGLISH

赵中颖 主编



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职业英语——计算机类

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本书专门针对计算机类专业的学生编写。全书共 10 个单元,涉及互联网、网上购物和计算机领域著名人物等一些计算机基础方面的文章。每个单元又分为开篇重点内容提示、导入问题、课文与综合练习、阅读理解、写作、语法、轻松阅读等部分,在传授专业英语知识的同时注重开发和培养学生的英语应用能力,突出“实用为主,够用为度”的原则。

本书内容选材新颖,题材广泛,无论是课文还是练习,都注重选择最新的英语材料。课文篇幅短小、实用,生动活泼,努力使英语学习寓于趣味性、娱乐性之中,使得学生在课堂学习和课后自学时都不会觉得枯燥乏味。

本书可作为高职高专院校计算机类专业的专业英语课程教材,也可供从事相关工作的从业人员参考使用。

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前 言

本套教材是根据教育部《高职高专教育英语课程教学基本要求》，考虑到高职学生实际英语水平，以体现高职英语课程教学改革成果为目的编写而成的。本套教材在传授英语基础知识的同时，注重开发和培养学生的英语应用能力，突出“实用为主，够用为度”的原则。

本书作为本套教材的高级篇，专门针对计算机类专业的学生编写。全书共 10 个单元，涉及互联网、网上购物和计算机领域著名人物等一些计算机基础方面的文章。每个单元包括如下几部分内容：

1. 开篇重点内容提示 (Study Objects) 列出本单元要学习的主要内容，提示学生掌握。

2. 导入问题 (Lead-in Questions) 根据每单元不同的内容和主题，通过问答和讨论的形式进行导入，目的在于活跃课堂气氛，激发学生学习的兴趣，使学生能主动参与教学过程，提高课堂效率。

3. 课文与综合练习 (Passage and Exercises) 选材符合知识性、专业性要求，题材广泛，所选内容均与专业相关，篇幅力求短小精悍，避免长篇课文带来的沉重感。综合练习包括课文理解、词汇和句型、翻译及听说练习，巩固学生在本单元所学习的知识，培养学生的英语运用能力。

4. 阅读理解 (Reading for Fun) 选材与课文内容密切相关，通过阅读练习，扩大学生的知识面，提高学生的综合阅读理解能力。

5. 写作 (Writing) 按不同的层次，对学生进行写作训练，培养学生阅读和模拟套写常用应用文的能力。

6. 语法 (Grammar) 让学生对所学过的英语语法进一步地理解和巩固。

7. 轻松阅读 (Merry Learning) 根据每一单元的具体内容，提供一些文化背景信息，开拓学生视野。

本书具有以下几个特色：

1) 专门针对计算机类专业的专业英语课程，内容选材新颖、题材广泛，既与专业相关，又不像传统的专业英语教材那样枯燥乏味，努力使英语学习寓于趣味性、专业性之中，更加适合计算机类学生作为入门级的英语学习材料。

2) 无论是课文还是练习，从形式到内容，编者都注重选择最新的语料。课文篇幅短小、实用，生动活泼，努力克服过度专业而造成学习上的困难，使得学生在课堂学习和课后自学时都不会觉得枯燥乏味。

3) 充分体现“以学生为主体，以教师为主导”的教学思想。突出课文的导入，力求最大限度地调动学生参与课堂活动的积极性，让学生在提高英语能力的同时，尽量多了解与专业以及西方文化习俗相关的知识，扩大他们的知识面。

4) 特别注重基本知识和基本技能的训练，在听力、阅读、翻译、写作和语法等各方面都选取了适量的，针对 A、B 级考试的内容和技巧并设计相应的练习，其内容和形式符合 A、B 级考试的需要。

5) 由在高职英语教学一线的教师编写,因为他们更熟悉高职高专的英语教学实际,了解学生的英语水平和需求,尽最大努力缩小了高职英语教材与高职英语教学实际的差异。

本书由辽宁机电职业技术学院赵中颖任主编,牛存超任副主编,参加编写的还有王昕、赵杰。

由于编者水平有限,书中难免存有不妥之处,诚望广大读者批评、指正。

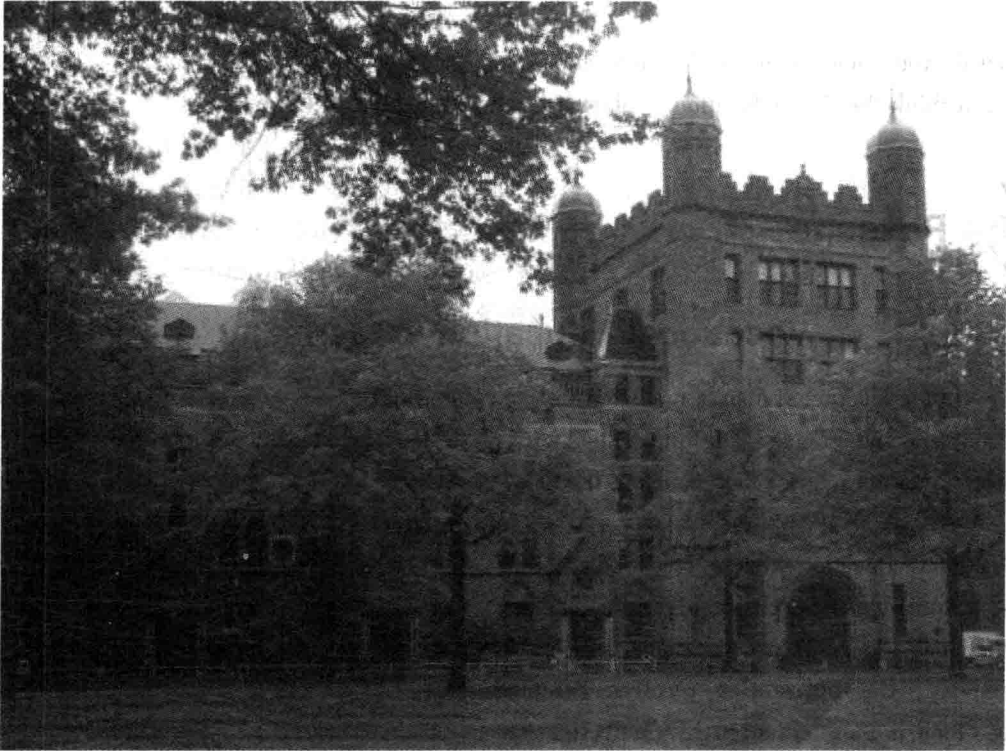
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Unit 1

Study Objects

1. Talk about the dual education system.
2. Grasp sentence patterns.
3. Write a letter of introduction.



Lead-in Questions

1. What do you know about the dual education?
2. Do you think the dual education is playing an important role in Germany?



Passage

Vocational Education in Germany

The **dual** education system is practiced in some countries, such as Germany, Austria, Switzerland, Denmark and France. The dual education in Germany is rated as the world first-class, and plays an **enormous** role for the economic **liftoff** of Germany.

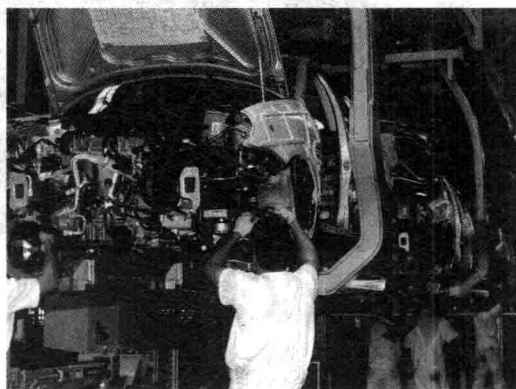
The dual education system is called “dual” because it **combines apprenticeships** in a company and vocational education at a vocational school. In the company, the **apprentice** receives practical training which is **supplemented** by **theoretical instruction** in the vocational school.

As one part of the dual education course, students are trained in a company for three to five days a week. The company is responsible for **ensuring** that students get the standard quantity and quality of training set down in the training **descriptions**.

In Germany, this practical training may be **complemented** by more practical lessons at **workshops** run by the **guilds** and **chamber of commerce**, in order to **compensate** for the **bias** caused by training at only one company. These extra courses usually take three or four weeks a year. The time spent at the vocational school is **approximately** 60 days a year, in blocks of one or two weeks at a time spread out over the year.

The other part of the dual education course involves lessons in a vocational school. The responsibility for this part of the course lies with the school **authorities** in every German state. Both general lessons (German, politics, economics, religion or even sport) and **trade-specific** theory are taught.

The student works as a primary worker of the company at the beginning, and receives tasks as his abilities grow. If a company is willing to make an employment-contract with the student after his dual education time, the company will get an employee who knows the companies' **workflow**. The student can also benefit from the knowledge he learns from his more experienced **co-workers**. Work-



ing under the real condition, the student will soon find out whether he is willing to do and suitable for the job. **Furthermore** the student can earn some money from the beginning.

New Words

dual	[ˈdju:əl]	a. 双重的, 成双的
enormous	[iˈnɔ:məs]	a. 巨大的, 庞大的
liftoff	[ˈlift:ɔf]	n. 发射, 起飞
combine	[kəmˈbain]	vi. 结合, 联合 vt. 兼并, 融合, 联结
apprenticeship	[əˈprentisɪʃɪp]	n. 学徒的身份, 学徒的年限
apprentice	[əˈprentis]	n. 学徒 v. 使……当学徒
supplement	[ˈsʌplɪmənt]	n. 补充物, 增刊 vt. 补充, 增补
theoretical	[θiəˈretikəl]	a. 理论上的
instruction	[inˈstrʌkʃən]	n. 说明, 须知, 指令, 教学
ensure	[inˈʃuə]	vt. 确定, 保证, 担保
description	[disˈkripʃən]	n. 描写, 描述, 说明书
complement	[ˈkɒmplɪmənt]	n. 补足物, 补语 vt. 辅助
workshop	[ˈwɜ:kʃɒp]	n. 车间, 工场
guild	[gɪld]	n. 行会, 协会
chamber	[ˈtʃeɪmbə]	n. 会所
commerce	[ˈkɒmə:s]	n. 商业, 贸易
compensate	[ˈkɒmpenseɪt]	v. 偿还, 补偿, 付报酬
bias	[ˈbaɪəs]	n. 偏见, 斜纹 vt. 使偏心
approximately	[əˈprɒksɪmɪtli]	ad. 近似地, 大约
authority	[əˈθɔ:riti]	n. 权力, 权威, 官方, 当局 n. 专家, 依据
specific	[spiˈsɪfɪk]	a. 特殊的, 明确的, 具有特效的 n. 特效药, 特性, 详情
workflow	[ˈwɜ:kfləʊ]	n. 工作流程
co-worker	[ˈkəʊˈwɜ:kə]	n. 共同工作者, 合作者, 同事, 帮手
furthermore	[ˈfɜ:ðəˌmɔ:]	ad. 而且, 此外

Proper Names

Germany	[ˈdʒə:məni]	n. 德国
Austria	[ˈɔ:striə]	n. 奥地利
Switzerland	[ˈswɪtsələnd]	n. 瑞士
Denmark	[ˈdenmɑ:k]	n. 丹麦
France	[frɑ:ns]	n. 法国

Useful Expressions

the dual education system	二元制教育系统
vocational education	职业教育
be responsible for	对……负责
set down	制定, 规定 (规则、原则等); 记下

chamber of commerce	商会
at a time	每次, 一次
spread out	伸开, 传播开, 铺开
lie with	在于……, 属于……, 是……的职权
be willing to	愿意
make a contract with	与……, 签合同
benefit from	得益于, 从……得到好处

Notes to the Text

1. What is the dual education?

二元制教育是源于德国的一种职业培训模式, 所谓“二元”, 是指职业培训的对象必须经过两个场所的培训, 一是职业学校, 其主要职能是传授与职业有关的专业知识; 二是企业或公共事业单位等校外实训场所, 其主要职能是让学生接受职业技能方面的专业训练。这种模式在德国的企业中应用很广, 近几年也被我国的一些企业借鉴或采用。

2. The company is responsible for ensuring that students get the standard quantity and quality of training set down in the training descriptions

翻译: 企业要负责保证学生培训说明中规定的训练的数量和质量。

重点: that students get the standard quantity and quality of training set down in the training descriptions 在句中做 ensuring 的宾语。在这个宾语从句中, 主语是 students, 谓语动词是 get, 宾语里的中心词是 quantity (数量) 和 quality (质量), set down in the training descriptions 在句中是过去分词短语做定语, 修饰 quantity 和 quality。

3. In Germany, this practical training may be complemented by more practical lessons at workshops run by the guilds and chamber of commerce, in order to compensate for the bias caused by training at only one company.

翻译: 在德国, 为了弥补只在一家企业训练所导致的局限性, 这种实践训练可通过在行业协会和商会所经营的车间里进行更多的实践课程得到补充。

重点: in order to compensate for the bias caused by training at only one company 在句中做目的状语。其中 caused by training at only one company 是过去分词短语充当后置定语, 可以转换为定语从句的形式 which is caused by training at only one company。同样 run... 在此也是以过去分词形式出现的, 做 workshops 的后置定语。很多情况下, 我们都会用分词短语做后置定语, 在翻译的时候要注意把定语往前翻译。又如: The books written by Lu Xun sell well. 鲁迅写的书很畅销。

4. The time spent at the vocational school is approximately 60 days a year, in blocks of one or two weeks at a time spread out over the year.

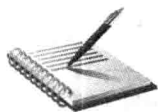
翻译: 在职业学校学习的时间大约为每年 60 天, 每次以一到两周集中进行。

重点: blocks 指的是“一批、一段”。又如: The three-hour class is divided into four blocks of 45 minutes each. 3 小时的课分成 4 节, 每节 45 分钟。

5. The responsibility for this part of the course lies with the school authorities in every German state.

翻译: 负责这部分课程的是德国各州的学校机构。

重点: lie with 意为“属于……的职权”。又如: The choice lies with you. 你来做出选择。



Exercises

Comprehension

Choose the best answer according to the passage.

- Which of the following countries practice the dual education system according to the passage?
A. China, Germany, Australia. B. Austria, France, Denmark.
C. Switzerland, India, Austria. D. Germany, China, Australia.
- What does “dual” mean?
A. Students do not only work in the workshop but also study in the school.
B. Students are not only employees but also workers.
C. Students should work for the school and study by themselves.
D. Students should learn practical lessons and essential knowledge
- How long do students stay at school for studying a year?
A. One or two weeks. B. Two or three weeks.
C. Half a year. D. About 60 days.
- Which of the following statements is NOT true?
A. Practical training may be complemented by more practical lessons at workshops run by the guilds and chamber of commerce.
B. Students can learn general lessons and trade-specific theory at school.
C. Students can't be paid during the practical training.
D. Students can benefit from the knowledge about hard skills and soft skills of more experienced co-workers.
- What can we infer from the passage?
A. Guilds and chamber of commerce play an important role in the dual education.
B. Students don't have to study at a vocational school.
C. Teachers can't teach students practical knowledge.
D. Factories can save a lot of money through the dual education.

Words

I. Fill in the blanks with the proper form of the word given in the brackets.

- The police asked me to _____ exactly how it happened. (description)
- _____ television is an effective medium for advertising. (commerce)
- The color of the curtains _____ that of the rug. (approximately)
- The boss struck off 100 dollars from the salary of the _____ as fine. (employ)
- The threat of an _____ depression hangs over the world. (economy)

6. I made a mistake and I will assume _____ for it. (responsible)
7. We will have some _____ training before graduation. (vocation)
8. There are some obvious _____ applications of the research. (practice)
9. He was in the second year of her _____ as a carpenter. (apprentice)
10. These players made a very good _____. (combine)

II. Choose the best item to complete each of the following sentences.

1. A student who _____ his homework is unlikely to pass the examination.
A. reduces B. offends C. practices D. neglects
2. You two have got a lot _____.
A. in general B. in common C. in all D. in any case
3. The teacher, as well as all his students, _____ by the dancer's performance.
A. was impressed B. had impressed
C. impressed D. were impressed
4. Mr. Wright was the _____ president of Ace Construction Company.
A. previous B. before C. latter D. former
5. _____ from the hilltop, the lake scenery is beyond description.
A. To see B. Seeing C. Having seen D. Seen
6. _____ for your laziness, you could have finished the assignment by now.
A. Had it not been B. Weren't it
C. It were not D. Had not it been
7. With the gradual improvement of transportation and communications, farmers have now had easier _____ to cities and towns.
A. access B. reach C. approach D. touch
8. He was _____ admission of the restaurant for not wearing a tie.
A. denied B. granted C. acquired D. appealed
9. After a whole day's heavy work, the old worker returned home, _____.
A. hungry and felt exhausting B. hunger and exhausted
C. hungry and exhausted D. hungry and having been exhausted
10. To one's boss, an employee should dress neatly, be _____ and show interest in the job.
A. instant B. timely C. punctual D. quick

Translation

I. Translate the following sentences into English.

1. 很久以前, 地球上生活着巨大的动物。(enormous)

2. 这些球员配合得很好。(combination)

3. 这药保证能让你好好睡一觉。(ensure)

4. 这个车间里有五十多个工人。(workshop)

5. 谁将赔偿损失?(compensate)

II. Translate the following sentences into Chinese.

1. It's a theoretical possibility, but I don't suppose it will happen.

2. The teacher gave them instructions to arrive early tomorrow morning.

3. The smoke from chimney is spreading out in the sky.

4. He gave us very specific instructions.

5. His dual role as a composer and a conductor made him very busy.

Listening

I. In this section, you will hear 5 short conversations. The conversations will be read once. After each conversation, you must choose the best answer from the 4 choices.

- | | | | |
|--------------------------------------|-------------------------------|------------------|------------------|
| 1. A. It was wonderful. | B. It was disappointing. | | |
| C. It was boring. | D. It was unusual. | | |
| 2. A. He was killed in an air crash. | B. He was wounded in a fight. | | |
| C. He was injured in an accident. | D. He was killed in a fight. | | |
| 3. A. He had a class. | B. He broke a glass. | | |
| C. He accepted a task. | D. He took a bath. | | |
| 4. A. It's cold. | B. It's hot. | C. It's snowing. | D. It's raining. |
| 5. A. Difficult. | B. Exciting. | C. Interesting. | D. Boring. |

II. There are 5 recorded dialogues in this section. After each dialogue, there is a recorded question. Both the dialogues and the questions will be spoken two times. When you hear a question, you should decide on the correct answer from the 4 choices.

- | | |
|---|--------------------------|
| 1. A. He has refused. | B. He is glad to help. |
| C. He doesn't have license. | D. He can't drive a car. |
| 2. A. The children are enjoying themselves. | |
| B. The children didn't come to the party. | |
| C. The children are giving a lot of fun in the party. | |
| D. The children are not behaving themselves in the party. | |
| 3. A. The woman's car is not worth repairing. | |
| B. The woman can get her car in a short while. | |
| C. He's not ready to repair the woman's car. | |

- D. Repairing a car is very expensive.
4. A. To type the paper for the woman. B. To visit the woman.
C. To copy the woman's essay. D. To read the woman's paper.
5. A. He likes his job very much. B. He dislikes his job, but has to do it.
C. He doesn't take the job seriously. D. He feels the work too heavy.

Speaking

Work in groups to discuss about the following questions and then show your opinion to the class.

1. Describe a school you studied in when you were children.

You should say: Which school it is?

Where it is?

What size it is?

And explain what you enjoy most during the school time.

2. What do you think of the individual school and the public school (advantage and disadvantage)?



Reading for Fun

Differences between British and American Universities

British and American universities are similar in their pursuit of knowledge as a goal but are quite different in their organization and operation.

English universities and colleges are relatively small. American universities, which combine a number of different colleges and professional schools, are large, sometimes with 20,000 to 25,000 students on one campus. Teacher training colleges and polytechnics are alternatives to the university course for some students in England, being established for specific purposes. In contrast, virtually all schools of education, engineering and business studies, are **integral** parts of universities in the United States.

In England, universities receive about 70% of their financial support through Parliamentary (国会的) grants. Similarly, in the United States, public institutions receive about 75% of their funds from local, state, and federal sources, but private colleges and universities receive little or no government support. In England, personal financial aid is provided by the government to over 80% of the students, through local education authorities, according to the parents' income. In the U. S. A., student aid is administered by the private organizations and the state or federal governments.

Obviously, British and American universities have similar educational aims but different means for achieving these aims.

Reading Exercise

1. What is their goal for British and American universities?
 - A. The pursuit of higher education.
 - B. The pursuit of professional knowledge.
 - C. The pursuit of book knowledge.
 - D. The pursuit of different knowledge.
2. Which of the following statements is true?
 - A. British universities receive about 70% of their financial support through Parliamentary grants.
 - B. There are almost 20,000 to 25,000 students on each English campus.
 - C. The courses in teacher training colleges and polytechnics are similar to those in universities for some students in England.
 - D. Personal financial aid is provided by the private organizations and the state or federal governments.
3. The passage analyzes the difference between British and American universities from the following aspects EXCEPT _____.
 - A. the size
 - B. teachers
 - C. student aid
 - D. financial support.
4. What does the word "integral" mean in the passage?
 - A. unnecessary
 - B. dispensable
 - C. necessary
 - D. unimportant
5. From the passage we learn that _____.
 - A. the goal of education between British and American universities are quite different
 - B. the ways of running the universities are quite different between England and America
 - C. the British universities include a lot of colleges
 - D. the American universities include a lot of organizations



Writing

Letters of Introduction 介绍信

1. Try to understand and translate the following sample.

February, 2004

Dear Peter,

The bearer of this note, Mr. John Wilson, plans to be in China for about eight weeks. Besides being a personal friend of mine, he is a radio director of a number of top-ranking shows; and knowing how interested you are in radio advertising, I'm sure you'll enjoy meeting him.

(续)

I have long wanted you and John to know each other, and I'm glad of this opportunity to bring you together. I'll appreciate anything you can do to make John's stay in China more enjoyable.

With best regards to you and your family.

Cordially yours,
Wang Lin

2. Notes of Format (格式说明)

介绍信的格式与一般书信的格式相同。

3. Language Points (语言点)

介绍信正文部分应包括以下4项内容：①被介绍人的姓名；②被介绍人的身份；③为何介绍；④表示感谢。如范文中：

被介绍人 (Bearer) 的姓名是 John Wilson；被介绍人的身份是 radio director of a number of top-ranking shows；介绍的目的是 I have long wanted you and John to know each other, and I'm glad of this opportunity to bring you together；表示感谢的句子是 I'll appreciate anything you can do to make John's stay in China more enjoyable.

通常介绍人和被介绍人的关系在信中也会被提到。如范文中的 being a personal friend of mine。

用于介绍被介绍人姓名和身份时常用语有：This is to introduce ... who ... ; We have great pleasure in introducing ... who ... ; We have great pleasure in introducing ... who ... 。用于表明介绍目的的常用语有：Please favor sb. with sth. (请向某人提供某项帮助)。表示感谢的常用语有：We should greatly appreciate any assistance you may be able to give him ... ; Thank you for the trouble you will have to take for ... 。

4. Basic Patterns (基本句型)

1) I'm pleased to introduce Mrs. Wang to you.