高等职业教育“十二五”规划教材

职业人文英语教程

ENGLISH ON CAREER HUMANITIES

代天善 主编

国防工业出版社
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内容简介

本书贯彻教育部颁布的关于高职院校《英语课程教学基本要求》(2009)的指导性文件精神，重视课程性质的公共性、语言性、人文性与衔接性。在新型开放的外语教学环境下，引导学生适应当前以超文本(hypertext)、超媒体(hypermedia)、网络化、公开课(open course)为特征的学习形式，培养语言能力，熏陶人文情怀，践行职业精神。本书分为10个单元。每个单元围绕一个大的主题，如科学巨擘、影视音乐、英语诗歌、发明创造等。每个单元均由四篇主题类似、题材相当的课文构成，前两个单元包括人物导入、课文、词汇、理解讨论与语言练习等五个部分，后两个单元逐步减少练习，培养、增强自主学习和自主利用语言工具及网络资源的能力。本书力求简练，重视语言输入质量，弘扬科学、理性、全面的学习方法，增进词汇、提高阅读、听力和讨论的实践能力。本书可作为普通高等职业技术院校公共英语综合课或选修课教材。

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《职业人文英语教程》
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前　言

2004年教育部高教司印发了《大学英语课程教学要求》(以下简称《教学要求》),胡壮麟先生对此作了发言,题为《21世纪中国大学英语教学的四个走向:个性化(individualized)、协作化(collaborative)、模块化(modular)和超文本化(hypertext)》。《教学要求》多次提到课程设置"要充分体现个性化","考虑不同起点的学生",教学模式应"朝个性化学习、自主式学习方向发展",要"确立学生在教学过程中的主体地位",应"能使学生自主选择适合自己需要的材料进行学习"。协作化是指语言学习离不开人与人之间的合作,既包括同学之间的合作,也包括师生之间的互动。而模块化则强调大学英语的课程设置和教材编写应朝适当分层、分化、分工与分类的方向发展。另外,《教学要求》倡导"应大量使用先进的信息技术,推进基于计算机和网络的英语教学";"各高等学校应充分利用多媒体和网络技术,采用新的教学模式改进原来的以教师讲授为主的、单一的课堂教学模式"。这就是胡先生提到的超文本化。事实上,随着科学技术的飞速发展和互联网技术的广泛应用,传统的计算机辅助语言教学(Computer Assisted Language Learning, CALL)也都始料未及,以多媒体(multimedia)、超媒体(hypermedia)、网络化、开放化、公开课(open course)为特征的当代教学形式极大地丰富了大学英语的教学。

关于教材编写和课程设置,《教学要求》提到:"各个学校应当根据本校的实际情况,确定本校的大学英语教学目标,并以此为基础设计自己的大学英语课程体系。该课程体系不仅应包括传统的面授课程,更应注重开发基于计算机或网络的大学英语课程,将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合,形成一个完整的大学英语课程体系,以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。"从当前的情况看,教材的丰富性得到了极大发展,市场份额的争夺也异常激烈。但特别容易出现的问题是一抓就死、一放就乱的两极局面。大学英语教材既不需要过去那种一家独揽服务全体的格局,也不需要各自为阵、封己守残的割据。前者过于单一,但值得庆幸的是局面已经打开;后者过于繁杂,更加需要疏导,避免走得太远而违背语言教学的认知规律。另外,胡壮麟先生提出的四个"化"讨论的是外语教学的形式层面,仍未触及语言教学本位的实际内容。

有鉴于此,编者认为大学英语教材的编写和课程的设置不应偏离如下的四个"性":公共性、语言性、人文性与衔接性。

公共性是语言固有的属性,大学英语的教材不能脱离与割裂语言的公共性。随着大学的扩招、专业的细化、行业语言与职业语言的倡导等诸多因素的影响,大学英语的教材

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越来越对口，越来越个性化，越来越专业化，越来越注重应用价值，以至于一个专业一本教材，一个系部一套教材抑或一个班级一套教材的做法愈演愈烈，脱离了语言的公共性。急于求成、拔苗助长的理念十分盛行，大学英语，尤其是高职英语在学生尚不具备应有的语言基础时超前进行专业细化，不仅达不到预定的教学目标，而且对大学公共外语或高职公共外语的教学形成了一定的阻碍。

语言性主要是指教材选材的综合品质，包括课文题材、风格、文体、长度及行文的地道流畅和思想的健康积极等。在课堂教学中，教材是教师指导学生学习英语的主要依据，教材也是学生学习英语的主要信息来源。因此，教材的选材如烹饪对食材的选择一样重要，应该把语言性置于十分优先的考虑。桂诗春先生在阐述外语教学的认知基础时强调，“从交际目的、教学重点向词汇转移和以语言形式为焦点的角度来说明外语教学是一种面向意义的活动”。根据当代语言学大师乔姆斯基(Chomsky)的观点，“语言本质上是一个意义系统，是一个近乎完美的思维工具；但对交际功能而言，语言却并非一个最佳的设计”。所以外语教学是“一种面向意义的活动”，“教学重点向词汇转移”。各个语言的语音、词汇总体而言是任意性的，是语言的接口和外化，是外语学习的主要内容。另外，桂先生的“以语言形式为焦点的角度”也符合当前生成语言学的研究结论。语言的屈折形态系统、动词的词性转换、语序参数等语言之间的参数性差异特征的确成为当前外语教学的重要内容。

人文性强调教材语言内容的思想性，传达一切以人为本的人文主义思想。教材课文内容应崇尚理性，反对蒙昧，宣扬科学民主，追求自由平等，反对等级观念等。随着大学英语教材的多样化、职业化、专业化和实用化，体现人文价值和理想追求的选材越来越被当作是无用的内容退出了大学英语的教学内容，继而让位于实用性、针对性、功利性的产品说明、功能保养及操作流程等内容。编者倡导，21 世纪的大学英语教材应该重拾优良传统，教学内容不仅能够满足时代要求和社会需求，更应以人为本，重塑科学人文职业精神。不仅要注意知识的传播，还要培养学生获取知识的方法、工具以及对知识对象的鉴赏能力、思维能力、判断能力和创新能力。

衔接性涉及的问题是教材内容的跨度，它直接影响教学实践的有效度。急功近利的灌输往往欲速则不达。教材内容的衔接性主要涉及以下三个方面的层次：首先是中学英语和大学英语的衔接性，其次是大学公共英语和大学专业英语的衔接性，最后是教材内容与社会现实需求之间的衔接性。当前，中学英语教学和大学英语教学两者各行其是，自成系统且互相脱节。由于中学英语教学大纲的制定和教材编写与大学英语教学的大纲制定和教材编写是两套班子，衔接性受到很大影响，而且，教材普遍求全责备，重门叠户，使得整体效率难以提高。

时下，大学英语的公共性和基础性受到了很大程度的忽视，取而代之的是带有培训性质的各式实用文体，并冠之以形形色色的实用标签。结果是一些现实生活中常见、常用、常识而学生又想急于了解的通识内容，学生却并没有掌握。冀望越过大学英语的公

共性和基础性直奔应用实用、职业行业乃至即学即用的主题和做法往往导致严重的负面结果。另外，教材内容与社会现实之间永远存在一定的距离，但不足为惧。语言内在的属性和加强开放公开的教学会自然缝合个体之间，个体与社会之间以及职业个体之间的语言距离。总之，教材编写既要继承我国外语教学和外语教材编写中的优良传统，又要吸纳当代语言教学理论和教学实践的最新成果；只有超越学以致用，才能真正做到学以致用。要解决高职院校英语教学的“两用”（实用与应用）和“两业”（职业与就业）问题，教学改革仍需回归大学外语教学的语言性和人文性，澄清和加强学科建设的公共性和衔接性。

本书编写过程较为仓促，尚有不足之处，望不吝批评指正。

代天善

于深圳职业技术学院

目　录

第一单元　科学巨擘

Text A

艾萨克·牛顿爵士(Sir Isaac Newton,1643—1727),英国物理学家、数学家、天文学家和自然哲学家。他在1687年发表的论文《自然哲学的数学原理》中,对万有引力和三大运动定律进行了描述。这些描述奠定了此后三个世纪里物理世界的科学观点,并成为了现代工程学的基础。他通过论证开普勒行星运动定律与他的引力理论间的一致性,展示了地面物体与天体的运动都遵循着相同的自然定律;为太阳中心说提供了强有力的理论支持,并推动了科学革命。2005年,英国皇家学会进行了一场"谁是科学史上最有影响力的人"的民意调查,在被调查的皇家学会院士和网民投票中,牛顿被认为比阿尔伯特·爱因斯坦更具影响力。英格兰诗人亚历山大·蒲柏被牛顿所取得的科学成就所感动,写下了著名的诗句:"自然和自然律隐没在黑暗中;神说,让牛顿去吧!万物遂成光明。"牛顿本人对他自己的成就非常谦逊,1676年,他在给罗伯特·胡克的一封信中写道:如果我比别人看得更远,那是因为我站在了巨人的肩上。

"我不知道这个世界会如何看我,但对我自己而言我仅仅是一个在海边嬉戏的顽童,为时不时发现一粒光滑的石子或一片可爱的贝壳而欢喜,可与此同时对我面前的伟大的真理的海洋熟视无睹。"

——牛顿

Isaac Newton

Marilyn Christiano & Frank Beardsley

Much of today's science of physics is based on Newton's discovery of the three laws of motion and his theory of gravity. Newton also developed one of the most powerful tools of mathematics. It is the method we call calculus. Late in his life, Newton said of his work: "If I saw further than other men, it was because I stood on the shoulders of giants."

One of those giants was the great Italian scientist, Galileo. Galileo died the same

year Newton was born. Another of the giants was the Polish scientist Nicholas Copernicus. He lived a hundred years before Newton. Copernicus had begun a scientific revolution. It led to a completely new understanding of how the universe worked. Galileo continued and expanded the work of Copernicus. Isaac Newton built on the ideas of these two scientists and others. He found and proved the answers for which they searched.

Isaac Newton was born in Woolsthorpe, England, on December twenty-fifth, 1642. He was born early. He was a small baby and very weak. No one expected him to survive. But he surprised everyone. He had one of the most powerful minds in history. And he lived until he was eighty-four.

Newton's father died before he was born. His mother married again a few years later. She left Isaac with his grandmother. The boy was not a good student. Yet he liked to make things, such as kites and clocks and simple machines.

Newton also enjoyed finding new ways to answer questions or solve problems. As a boy, for example, he decided to find a way to measure the speed of the wind. On a windy day, he measured how far he could jump with the wind at his back. Then he measured how far he could jump with the wind in his face. From the difference between the two jumps, he made his own measure of the strength of the wind. Strangely, Newton became a much better student after a boy kicked him in the stomach. The boy was one of the best students in the school. Newton decided to get even by getting higher marks than the boy who kicked him. In a short time, Newton became the top student at the school.

Newton left school to help on the family farm. It soon became clear, however, that the boy was not a good farmer. He spent his time solving mathematical problems, instead of taking care of the crops. He spent hours visiting a bookstore in town, instead of selling his vegetables in the market. An uncle decided that Newton would do better as a student than as a farmer. So he helped the young man enter Cambridge University to study mathematics. Newton completed his university studies five years later, in 1665. He was twenty-two years old.

A portrait of Isaac Newton

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At that time, a deadly plague was spreading across England. To escape the disease, Newton returned to the family farm. He did more thinking than farming. In doing so, he found the answers to some of the greatest mysteries of science.

Newton used his great skill in mathematics to form a better understanding of the world and the universe. He used methods he had learned as a boy in making things. He experimented. Then he studied the results and used what he had learned to design new experiments. Newton's work led him to create a new method in mathematics for measuring areas curved in shape. He also used it to find how much material was contained in solid objects. The method he created became known as integral calculus.

One day, sitting in the garden, Newton watched an apple fall from a tree. He began to wonder if the same force that pulled the apple down also kept the moon circling the Earth. Newton believed it was. And he believed it could be measured. He called the force "gravity". He began to examine it carefully. He decided that the strength of the force keeping a planet in orbit around the sun depended on two things. One was the amount of mass in the planet and the sun. The other was how far apart they were.

Newton was able to find the exact relationship between distance and gravity. He multiplied the mass of one space object by the mass of the other. Then he divided that number by the square of their distance apart. The result was the strength of the gravity force that tied them to each other.

Newton proved his idea by measuring how much gravity force would be needed to keep the moon orbiting the Earth. Then he measured the mass of the Earth and the moon, and the distance between them. He found that his measurement of the gravity force produced was not the same as the force needed. But the numbers were close. Newton did not tell anyone about his discovery. He put it aside to work on other ideas. Later, with correct measurements of the size of the Earth, he found that the numbers were exactly the same.

Newton spent time studying light and colors. He used a three-sided piece of glass called a prism. He sent a beam of sunlight through the prism. It fell on a white surface. The prism separated the beam of sunlight into the colors of a rainbow. Newton believed that all these colors — mixed together in light — produced the color white. He proved this by letting the beam of rainbow-colored light pass through another prism. This changed the colored light back to white light.

Newton's study of light led him to learn why faraway objects seen through a telescope do not seem sharp and clear. The curved glass lenses at each end of the telescope acted like prisms. They produced a circle of colored light around an object. This created an unclear picture.

A few years later, Newton built a different kind of telescope. It used a curved mir-

ror to make faraway objects seem larger. Light reflected from the surface of the mirror, instead of passing through a curved glass lens. Newton's reflecting telescope produced much clearer pictures than the old kind of telescope.

Years later, the British astronomer Edmund Halley visited Newton. He said he wanted Newton's help in finding an answer to a problem no one had been able to solve. The question was this: What is the path of a planet going around the sun? Newton immediately gave Halley the answer: an egg-shaped path called an ellipse. Halley was surprised. He asked for Newton's proof. Newton no longer had the papers from his earlier work. He was able to recreate them, however. He showed them to Halley. He also showed Halley all his other scientific work.

Halley said Newton's scientific discoveries were the greatest ever made. He urged Newton to share them with the world. Newton began to write a book that explained what he had done. It was published in 1687. Newton called his book "The Mathematical Principles of Natural Philosophy". The book is considered the greatest scientific work ever written.

In his book, Newton explains the three natural laws of motion. The first law is that an object not moving remains still. And one that is moving continues to move at an unchanging speed, so long as no outside force influences it. Objects in space continue to move, because nothing exists in space to stop them. Newton's second law of motion describes force. It says force equals the mass of an object, multiplied by the change in speed it produces in an object. His third law says that for every action, there is an equal and opposite reaction.

From these three laws, Newton was able to show how the universe worked. He proved it with easily understood mathematics. Scientists everywhere accepted Newton's ideas.

The leading English poet of Newton's time, Alexander Pope, honored the scientist with these words: "Nature and nature's laws lay hid in night. God said, - 'Let Newton be!' —and all was light."

NEW WORDS

base	[beis] ①*n*. [C] 基础,基地 ②*vt*. 把……建立在某种基础上
equal	['i:kwəl] ①*vt*. 等于 ②*a*. 平等的,相等的
shoulder	['ʃəuldə] ①*n*. [C]肩,肩膀 ②*vt*. 挑起,承担
influence	['influəns] ①*n*. 影响,作用 ②*vt*. 影响,左右
mathematics	[ˌmæθi'mætiks] *n*. [U] 数学
Polish	['pəliʃ] ① *a*. 波兰的,波兰人的 ②*n*. 波兰语
universe	['ju:nivə:s] *n*. 宇宙,万物

motion	['məuʃən] *n.* 运动,(天体的)运行
gravity	['græviti] *n.* [U] 重力;万有引力
calculus	['kælkjuləs] *n.* 计算法;微积分
integral calculus	【数】积分学
giant	['dʒaiənt] ①*n.* [C] 巨人 ②*a.* 巨人般的,巨大的
square	[skwɛə] *n.* [C] 平方,二次方
revolution	[ˌrevə'lu:ʃən] *n.* 革命,革命运动;(天体的)运行,公转
prove	[pru:v] ①*vt.* 证明,证实 ②*vi.* 显示,证明是
expand	[iks'pænd] *vt.* 扩张,扩大
survive	[sə'vaiv] ①*vt.* 在……之后仍然生存,从……中逃生 ②*vi.* 活下来,幸存
stomach	['stʌmək] *n.* [C]胃,肚子,腹部
plague	[pleig] *n.* [C]瘟疫,天灾
spread	[spred] *vt.* 使伸展,使延伸;散布,传播
mystery	['mistəri] *n.* 神秘,秘密
curve	[kə:v] ①*n.* [C] 曲线,弧线 ②*vt.* 使弯曲;使成曲线
circle	['sə:kl] *n.* [C] 圆,圆圈;环状物
divide	[di'vaid] *vt.* 分,划分;使分开,使隔开
orbit	['ɔ:bit] ①*n.* (天体等的)运行轨道 ②*vt.* 环绕(天体等)的轨道运行
multiply	['mʌltiplai] *vt.* 乘,使相乘;使(成倍地)增加
prism	['prizəm] *n.* [C] 三棱镜;棱镜;棱柱
beam	[bi:m] *n.* [C] 光线,光束;秤杆,天平横杆
rainbow	['reinbəu] *n.* [C]虹,彩虹
lens	[lenz] *n.* [C] 透镜;镜片;(照相机等的)镜头
telescope	['teliskəup] *n.* [C] 望远镜
reflect	[ri'flekt] *vt.* 反映,表现;反射;思考,反省
ellipse	[i'lips] *n.* 椭圆;椭圆形
proof	[pru:f] *n.* 证据;物证;证明;论证[U]
urge	[ə:dʒ] *vt.* 催促,强烈要求
publish	['pʌbliʃ] *vt.* 出版;发行
principle	['prinsəpl] *n.* [C]原则;原理
consider	[kən'sidə] *vt.* 考虑;认为;把……视为
still	[stil] ①*a.* 静止的,不动的 ②*ad.* 还,仍旧
honor	['ɔnə] ①*n.* 荣誉;名誉 ②*vt.* 尊敬;使增光,给……以荣誉
exist	[ig'zist] *vi.* 存在,生存
opposite	['ɔpəzit] *a.* 相反的,对立的
reaction	[ri'ækʃən] *n.* 反应,反作用

astronomer	[ə'strɔnəmə] *n.* [C]天文学家
experiment	[iks'periмənt] ①*n.* 实验;试验 ②*vi.* 进行实验,试验
lie	[lai] ①*vi.* 位于,(事情)在于 ②*n.* [C]谎话,谎言
mass	[mæs] *n.* 【物】[U]质量;团,块,堆
philosophy	[fi'lɔsəfi] *n.* [U]哲学;哲理;原理,宗旨

PROPER NAMES

Isaac Newton	艾萨克·牛顿(1642—1727),英国物理科学家
Galileo	伽利略(1564—1642),意大利天文学家
Nicholas Copernicus	尼古拉斯·哥白尼(1473—1543),波兰天文学家
Woolsthorpe	乌尔斯索普,英国地名
Edmund Halley	埃德蒙·哈雷(1656—1742),英国天文学家
The Mathematical Principles of Natural Philosophy	《自然哲学的数学原理》
Alexander Pope	亚历山大·蒲柏(1688—1744),18 世纪英国诗人
Cambridge University	剑桥大学,成立于 1209 年,英国著名大学

LISTENING & UNDERSTANDING

Ⅰ Choose the best answer for each of the following statement:

1. Newton was born _____.
   A. in the year of 1542
   B. the year when Galileo died
   C. before his father died
   D. a hundred years before Copernicus
2. When Newton was a boy, he _____.
   A. was a good farmer
   B. liked flying kites on windy days
   C. was a top student and genius
   D. liked reading and thinking
3. Newton's apple tree in the garden gradually led to the discovery of _____.
   A. the universal gravity
   B. the first natural law of motion
   C. the second natural law of motion
   D. the third natural law of motion
4. Newton's scientific discoveries were reflected in his book _____.
   A. The Mathematical Principles of Natural Philosophy
   B. The Origin of Species

C. Calculus

D. Copernicus Revolution

5. According to the law of universal gravity, the gravity force of two objects in space, whose distance apart is R, is most likely to be _____.

A. $F=GR^2/M_1M_2$

B. $F=GM_1M_2R^2$

C. $F=GM_1M_2/R^2$

D. $F= M_1M_2R^2/G$

Ⅱ Discuss and answer the following questions:

1. "If I saw further than other men, it was because I stood on the shoulders of giants." Why did Newton say that?
2. How did Newton manage to measure the speed of the wind?
3. What is the difference of Newton's telescope from others?
4. Why do the three natural laws of motion help people to understand more about the universe?
5. What do you think of Pope's lines of poem "Nature and nature's laws lay hid in night. God said, —'Let Newton be!' —and all was light."

READING & PRACTICE

Ⅲ Fill in the blanks with the words or expressions given below. Change the form where necessary.

prove	survive	measure	experiment	urge
consider	influence	exist	equal	publish

1. We _____ the distance between the two big trees.
2. The magazine _____ a short story written by a middle school student.
3. I will _____ to the lawyer that he was innocent.
4. Only two passengers _____ the air-crash.
5. Two plus five _____ seven.
6. Michael is _____ a top expert in computer science.
7. Have the scientists ever _____ on a large number of animals?
8. Without the sun's light warming the earth's surface, it would be so terribly cold that life could not _____.
9. How much can China _____ the World Economy?
10. They _____ us to go at once.

Ⅳ Use the word in brackets to form an appropriate phrase and complete the sentence with it.

1. This play is _____ a true story. (base)
2. Twelve _____ four equals three. (divide)

3. Stress, smoking and a lack of exercise are the main reasons that _____ heart diseases. (lead)
4. Health _____ good food, fresh air and enough sleep. (depend)
5. _____ disturbing her, the news had a strangely calming effect. (instead)

V **Translate the following sentences into Chinese.**

1. He was born early. He was a small baby and very weak.

_____

2. No one expected him to survive. But he surprised everyone. He had one of the most powerful minds in history.

_____

3. An uncle decided that Newton would do better as a student than as a farmer.

_____

4. He multiplied the mass of one space object by the mass of the other. Then he divided that number by the square of their distance apart.

_____

5. The result was the strength of the gravity force that tied them to each other.

_____

Text B

阿尔伯特·爱因斯坦(Albert Einstein,1879—1955),20世纪理论物理学家、思想家及哲学家,也是相对论的创立者。爱因斯坦被誉为现代物理学之父及20世纪最重要的科学家之一。1915年爱因斯坦发表了广义相对论。他所作的光线经过太阳引力场要弯曲的预言,于1919年由英国天文学家亚瑟·爱丁顿的日全蚀观测结果所证实。爱因斯坦和相对论在西方成了家喻户晓的名词。爱因斯坦因在光电效应方面的研究,被授予1921年诺贝尔物理学奖。在瑞典科学院的公告中并未提及相对论,原因是认为相对论还尚待争议。他曾上书时任美国总统罗斯福,建议研制核武器。第二次世界大战结束前夕,美国在日本广岛和长崎两个城市上空投掷原子弹,爱因斯坦对此强烈不满。战后,他为开展反对核战争和消除核武器进行了不懈的斗争。爱因斯坦说:"我不知道第三次世界大战会用什么武器,但是我可以肯定,第四次世界大战,人们使用的武器将会是——木棒和石头。"

爱因斯坦是一个和平主义者,他为人和蔼友善,同时谦虚却又特立独行,从而受到广泛的尊敬。他有时会讲讲笑话,并爱好航行和拉小提琴。他还是个心不在焉的教授,经常丢三落四,专心于思考物理问题而忽视周围的世界。

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