

New Thinking English for Higher Vocational Education



新思维高职高专英提

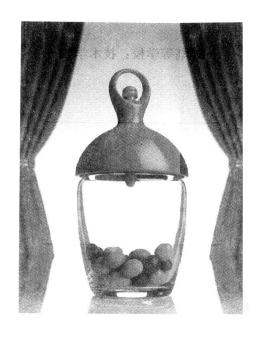
Extension Study

技能拓展『



新思维高职高专英语

技能拓展(Ⅱ)



主编 朱定逸 袁 行副主编 王梓媛 刘小晨



型北京理工大学出版社 BEIJING INSTITUTE OF TECHNOLOGY PRESS

图书在版编目(CIP)数据

新思维高职高专英语技能拓展. 2 / 朱定逸, 袁行主编. —北京:北京理工大学出版社, 2010.8

ISBN 978-7-5640-3677-5

I. ①新… II. ①朱… ②袁… III. ①英语 - 高等学校: 技术学校 - 教学参考资料 IV. ①H31

中国版本图书馆CIP数据核字(2010)第160353号

出版发行/北京理工大学出版社

- 社 址/北京市海淀区中关村南大街5号
- 邮 编/100081
- 电 话/(010)68914775(总编室) 68944990(批销中心) 68911084(读者服务部)
- 网 址/http://www.bitpress.com.cn
- 经 销/全国各地新华书店
- 印 刷/三河市文通印刷包装有限公司
- 开 本 / 710毫米 × 1000毫米 1/16
- 印 张/7.5
- 字 数 / 123千字
- 版 次 / 2010年8月第1版 2010年8月第1次印刷
- 印 数/1~10000册

责任校对/张沁萍

定 价 / 19.00元

责任印制/边心超

新思维高等院校英语专家委员会

顾问

夏纪梅 宋天锡 李鹏飞

主任

方健壮

副主任

沈锦坤 战秀琴 谭荣璋

本册主编

朱定逸 袁 行

本册副主编

王梓媛 刘小晨

本册编委

《新思维英语》系列教材编写组

编写前言

· 多一、编写宗旨

《新思维高职高专英语》系列教材是根据教育部《高职高专教育英语课程教学基本要求》,在全新教育理念、全新教学构想指导下编写的一套供高职高专院校大学英语教学及各类成人大专英语教学使用的新素材教材。

本套教材旨在以任务型语言教学为核心理念,以学生人生职场发展为教育导向,以课堂项目活动为教学驱动,为国家、为社会培养高等应用型复合型人才。

英语是一门实践性极强的课程,英语教学不仅要注重基本功的训练,当前 形势下,更应该坚持以就业为导向,实现课程教学与就业需求紧密结合。英语 教学的设置应具有前瞻性,使之与社会和市场的需求相吻合,成为教育质量评 价标准之一。教材编写前期,我们开展了各项细致深入的调研工作,广泛征求 意见,分析和研究了我国大学生英语学习的现状以及我国未来各行业对英语人 才需求的规模和素养要求,对教材内容进行了精心设计,反复论证。

未来本科英语教育的培养目标是向技术、生产、管理、服务等领域输送高等应用型复合人才,高职高专英语教育在培养学生扎实的英语语言基础、广博的文化知识和良好个人素质的同时,更应该注重加强培养学生的职场通识英语语言实际应用能力。本套教材重在培养大学生就业后的语言适应能力、沟通能力、创新能力,使学生的英语语言能力尽可能地与毕业后从事的

专业相结合。运用主题教学模式,从不同侧面围绕一个学生感兴趣的、引人思考的共同主题,通过主题预演、仔细听读、模仿表达、项目执行(角色扮演、辩论、演讲、小短剧、写作)等课堂活动,把听、说、读、写、译等语言活动有机结合起来,将教与学有机结合起来,将课内课外有机结合起来。

二、编写思路

本套教材的基本编写思路是:以单元主题为核心,以学生为中心,以应用为导向,采用项目驱动制下的任务型语言教学模式,拓展学生人生职场语言交际功能,兼顾语言知识结构学习,以一种循序渐进的学习程序,引导学生学会运用英语有目的地做事情,为整个社会和市场,尤其是为企业培养人才。

我们充分借鉴国内外英语教学的先进理念和宝贵经验及方法,根据我国 当前的英语教学需求和条件,进行认真自主的规划、设计、选材、编写。本 套教材力求体现先进的教学理念,围绕与学生相关的人生、社会、职场主 题,设计相关内容和活动形式,实现"培养学生英语综合应用能力"的语言 教学。

本套教材倡导主题教学模式,从不同侧面围绕一个共同的主题,把听、说、读、写、译等语言活动有机结合起来,把课内课外有机结合起来,把教与学有机结合起来。

倡导多媒体教学,实现个性化教学。用生动形象的方式将语言呈现给学生,激发学生兴趣,对教学内容形成深刻的印象,学习内容易记难忘。

本套教材具有"通用""实用""专业"的特点;既体现了大学生英语学习的共性要求,又兼顾了文理工科英语学习的专业特性,更提炼了不同专业对应不同职业领域的职业特征。

三、教材框架

整套教材采取"以听说为主,阅读为辅,公务写作跟上"的原则编订内容。教材内部知识体系完善,语境切入角度多元,单元内部、各单元之间和各册之间呈现出合理的难易梯度,内容彼此衔接,有较强的系统性和连贯性,符合教学目标的设计与实施标准。

教材的语言信息来源于生活、提炼于生活,主题既富有时代感,又与教师和学生的生活密切相关,语言知识的传授被置于语言知识赖以生存的社会交互式语境中。多重语境(情景)展示丰富语言材料,为学生提供了自然实用鲜活的英语语言内容,使得语言知识通过体验的方式有效地转换成为学习者的语言知识,从而补充完善学习者的英语语言应用技能。

教材的练习题以传统式和半开放式两种形式出现。运用"信息差 (information gap)"理论设计的半开放式练习旨在给学生以极大的想象和 创造的空间与自由,在真实的社会语境中体验语言实践从而思辨性地学习和 接受。

全套教材共6册,3个学期完成学习。

1. 综合教程

综合教程属语言应用型教程分册,旨在培养学生的听说读写译综合能力。口语表达能力的训练分阶段,按照由浅入深的原则,从日常休闲与大学校园、社会热点与人生规划、职场通识与职业发展6个方面循序渐进。英语阅读能力的培养由句段阅读理解水平向语篇阅读能力过渡,从语篇水平上强化和提高学生阅读理解能力和语言驾驭能力。同时注重基础词汇和主要语法结构等应用能力的训练,坚持翻译、写作能力的持续性训练,通过各项综合训练,培养学生用英语思考、组织、表述个人见解的能力。

综合教程第一、第二册贴近大学生生活经验和思维水平,具有社会实用 意义和一定文化影响力,从思想深度的角度进行选材,针对日常生活、社会 交际的通俗话题、热点话题,培养学生的听、说、读、写综合能力。引导学 生的英语学习从学校人向职场人转型过渡。

综合教程第三册对高职高专各学科门类的专业特点进行了提炼,综合编订,旨在推动大学生学习兴趣的同时,为大学生毕业后,快速进入职场角色奠定一定的基础,使大学生英语水平与应聘岗位的业务能力相结合。

2. 技能拓展

技能拓展属语言认知型教程分册,配合综合教程各册各单元主题,与相关英语等级考试要求挂钩,设置训练习题。练习侧重英语听力、词汇和语法能力的巩固和提高。

技能拓展的教学活动环节中,教师的作用是辅助性的,主要是在活动前为活动做相应准备,在活动中给予少量的非正式指导。以调动课堂气氛,鼓励学生参与活动为主要目的。学生的任务是主动地、创造性地参与学习过程。

≫ 四、使用说明

《新思维高职高专英语》整套教材在设计上,以交际主题为中心,主题、交际功能、词法语法紧密结合,配以以流利性为目标的交流性活动和以准确性为基础的控制性练习。在交际功能和语法形式之间建立一种联系,使学生学会在日常社会情境中,正确流利地使用英语。

单元内部各模块的顺序安排因单元而异,但是基本上遵循这些原则:每个单元围绕一个主题,提供3组不同语境的话题,所有相关活动和练习都围绕这3组话题及其功能安排。

每个单元包括以下7个部分内容。

语音教学:通过音素对比训练,引导学生观察、发现、联系、总结,突 破难点,强化巩固。

口语教学:口语技能教学应该给予明确的评价和指导,但是这种指导不应妨碍学生互相交流。应该经常调整小组成员,使学生可以与不同的同学交流。为满足职场需求,本册将商务活动环节中的日常英语表达作为重点,通过记忆训练和模仿练习,有效促进语言板块形成。

阅读数学:阅读的教学方法可分为略读、扫读和精读3种。阅读的目的不同,决定采用的方法也不同,而不是要求学生百分之百地了解每一篇阅读文章。为了鼓励学生交流,阅读活动可用分组的方式进行。

写作教学:将应用文写作与商务公文写作相结合,通过一系列强调写作过程的活动来完成写作教学。

听力教学: 听力教学的目的不是记住某些具体单词或短语, 而是抓住大意, 抓住主要信息。为了培养这种能力, 练习中会给学生一定的任务, 以明确听的目标, 帮助其丢弃与这个目标无关的信息。

语法教学:通过大量的实践练习,巩固提高学生的能力。必要时教师可补充例句和解析。

教学指导。针对单元活动,提出详细教学建议。

五、结语

本书的编写首先通过座谈会的形式听取了广东外语艺术职业学院、广东 白云学院、广东机电职业技术学院、广东工贸职业技术学院、广州华夏职业 技术学院、汕头职业技术学院、广东女子职业技术学院、广东工业大学华立 学院多所高等院校教师和学生的意见,形成编写大纲的初稿;再通过邮件和

书面等形式征求有关专家、教授的修订意见,进行集中整理集体讨论,形成了正式的编写大纲。在收集、整理材料及编写过程中,编者得到了各方面的支持和帮助,其中中山大学外语教育研究所所长夏纪梅教授、北京理工大学珠海学院外国语学院李珠海学院外国语学院院长宋天锡教授、北京理工大学珠海学院外国语学院李鹏飞教授、广东外语艺术职业学院方健壮院长从多方面对本书的编写提出了指导意见并给予了很大帮助,编者在此对他们表示特别的感谢。此外,在本书的编写过程中也得到了北京理工大学出版社高等院校英语类专业专家委员会多位专家及老师的帮助,限于篇幅,这里不一一列出他们的名字;同时编者还得到了来自家人的默默支持和不断鼓励,在此一并表示感谢。

由于作者水平所限,虽然在编写过程中竭尽全力,多次审改,慎之又慎,但书中难免有疏漏和不妥之处,恳请读者批评指正。

编者

目录

CONTENTS

| Unit 1 | Media and Advertising 1 |
|--------|------------------------------|
| Unit 2 | City Life and Folk Customs 9 |
| Unit 3 | Venture and Investment 16 |
| Unit 4 | Activities and Events 24 |
| Unit 5 | Culture and Communication 33 |
| Unit 6 | Man and Nature 42 |
| Unit 7 | Products and Trade 50 |
| Unit 8 | Health and Sports 59 |
| Unit 9 | Life Planning 68 |



BORY 思 推高职高专英语技能拓展(II)

| Unit 10 | Occupation Selection 7 | 7 |
|----------|------------------------|----|
| | | |
| Transcri | pts for Section One | 16 |

residence of the property of the court of the court

This section is to test your ably to understand short conversation ever answer from the 4 et a marked A. R. Cand D.

B. Sop and mather
ughter P. Joss and secretary
cradios. B. To make a phone talk
w. D. To my at the office
b. Helefons - C. Hopeless D. Careless

asingua's beauther.
solbe a mire yed of

Unit 1

Media and Advertising



Section One Listening Comprehension

Section A This section is to test your ability to understand short conversations. Decide on the correct answer from the 4 choices marked A, B, C and D.

| Decide on the correct answer from the | 4 choices marked A, B, C and D. | |
|---------------------------------------|--|--|
| Conversation 1 | | |
| 1. A. Husband and wife. | B. Son and mother. | |
| C. Father and daughter. | D. Boss and secretary. | |
| 2. A. To buy some candles. | B. To make a phone call. | |
| C. To go back home. | D. To stay at the office. | |
| 3. A. Fearless. B. Helpless. | C. Hopeless. D. Careless. | |
| Conversation 2 | | |
| 4. A. Buying an apartment. | B. Repairing her apartment. | |
| C. Renting an apartment. | D. Painting her apartment. | |
| 5. A. One near a park. | B. A larger one. | |
| C. A cheaper one. | D. One with a good view. | |
| 6. A. The size. B. The furniture | e. C. The location. D. The rent. | |
| Section B This section is to test | your ability to comprehend short passages. | |
| You should complete the answer with | a word or a short phrase (in not more than 3 | |
| words). | | |
| 7. How do I make friends? | | |
| I make friends by | . | |
| 8. Where was the school I wrote to? | | |
| In | . | |
| 9. Who would like to be my pen frie | end at first? | |
| A | · | |
| 10. Why didn't the boy write to me | ? | |
| Because he moved to | · | |
| 11. How many pen friends do I hav | e now? | |
| I have in | America. | |



Section Two Supplementary Reading

Passage One

Help Me with the Following

Hi, I've just found out that I have to go to London next week on a business trip, so I need you to make all the arrangements for me. I want to leave early next Tuesday morning and come back on Thursday evening. Can you do the following things for me?

Book me a flight. I don't care which airline it is, just try and find the cheapest flight available.

Book me a hotel. My meetings are going to be in Kensington, so try and find me a hotel there if you can. Don't pay more than 80 pounds a night.

Find a nice restaurant for Tuesday night. I want to take my clients out for dinner. Something in or near Kensington would be ideal. Please tell me something about the restaurant you booked.

Book me 4 tickets for a show on Wednesday night. A West End musical would be perfect. Let me know what the show's about.

Let me know the arrangements once you've made them.

Thanks.

Frank

| I. | Read and judge whether the following statements are true or fall |
|----|---|
| (|) 1. Frank will go to London on pleasure next week. |
| (|) 2. Frank tells his assistant to help him make the arrangements. |
| (|) 3. Frank needs the cheapest flight. |
| (|) 4. Frank hopes to make it easy for him to see his clients. |
| (|) 5. His clients will go out to dinner with him on Thursday evening |

se.

- Passage Two

Chinese and Western Food

Can you see the difference between eating Chinese and Western food? In eating Chinese food, you have almost no rules. Spoon for soup, chopsticks for all the rest, as simple as that. And you don't have to worry about making too much noise while supping your soup or noodles. But all these are considered appalling table manners when eating Western food. Even in drinking a cup of tea, you have to be careful. Don't make any noise, for making any kind of noise while eating or drinking is considered to be peasant habits in England.

A few other differences in these two kinds of food cultures: We like sharing everything at our table whereas they serve everything into the individual plate. I have also noticed that we never put various dishes into our bowl, only one dish at a time, while they like piling up the food into their plates. As for the different tastes and ingredients in Chinese and Western food, it is best to be left to the gourmets to comment on.

Phrases and Expressions

care for 喜欢 worry about 担心 pile up 堆积 comment on 评论

II. Read and judge whether the following statements are true or false.

- () 1. There are almost no rules in eating Western food.
- () 2. When eating Western food it is not appropriate to make too much noise while supping your soup or noodles.
 - () 3. Only peasants in England make too much noise while eating or drinking.
- () 4. The Westerners like sharing everything at their table whereas we serve everything into the individual plate.
 - () 5. The Westerners like piling up the food into their plates.



Section Three Building Blocks of English

全 综合练习 (1)

| Decid | Decide on the best choice. | | | | | | | |
|---------|--|---------------------|--------------------|------------------------------|--|--|--|--|
| 1. That | 1. That man wasenough not to tell the manager that he would not do the | | | | | | | |
| A. c | are | B. careful | C. careless | D. carelessness | | | | |
| 2.The | soldier died f | for saving the chil | d, so his | _ is heavier than Mount Tai. | | | | |
| A. d | lie | B. dead | C. died | D. death | | | | |
| 3. The | child looked | at his b | prother who was b | oadly wounded. | | | | |
| A. s | adly | B. sadness | C. sadly | D. sad | | | | |
| 4. He | 4. He is an expert at chemistry. We all call him a | | | | | | | |
| A. c | hemistry | B. chemical | C. chemist | D. physician | | | | |
| 5. The | 5. The threechair isn't suitable for a young child. He may fall off. | | | | | | | |
| A. 1 | egging | B. legged | C. legs | D. leged | | | | |
| 6. Step | henson beca | me the | railway engineer | in the world. | | | | |
| A. 1 | ead | B. leader | C. leading | D. leadership | | | | |
| 7. Wh | en the teacl | ner praised him | for working ou | t the maths problem, Jack | | | | |
| looked | about | at his classmates. | | | | | | |
| A. p | roud | B. proudly | C. pride | D. pridely | | | | |
| 8.To e | veryone's | , the girl fi | inished the job qu | ite well. | | | | |
| A. s | atisfied | B. satisfactory | C. satisfying | D. satisfaction | | | | |
| 9. —V | Vhat are you | doing here? | | | | | | |
| —С | h, my teache | r asked me to wri | te a passage abou | itin English. | | | | |
| —Y | —You can writepassage in English? | | | | | | | |
| Α. 6 | A. 600 words; a 600-words | | | 600-words | | | | |
| C. 6 | C. 600 words; a 600-word | | | 600-words | | | | |
| 10. No | 10. No one should enter the spot without theof the police. | | | | | | | |
| A. | permit | B. permission | C. permitting | D. persistence | | | | |