

高等专科英语教程

读写本第一册

(修订本)

杨荣泉 主编

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上海交通大学出版社

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前 言

《高等专科英语教程》(修订本)是在《高等专科英语教程》(第一版)的基础上,严格按照国家教委 1993 年颁发的《普通高等专科英语课程教学基本要求》编写的。《要求》规定:普通高等专科英语课程教学的目的是,培养学生掌握必需的、实用的英语语言知识和语言技能,具有阅读和翻译与本专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下基础。《要求》对读、译、听、说和写能力都做了较为具体的规定。《要求》将普通高等专科英语课程教学分为两个阶段:第一阶段侧重培养学生阅读和翻译的基本技能,并传授掌握这些技能所必须的语言知识。第二阶段则侧重培养学生阅读和翻译与本专业有关的英文资料的能力。本教程就是供第一阶段使用的,强调语言共核,属文、理、工通用型。

为了实现要求规定的教学目标,本教程的设计是以读写本为核心,辅以听说本和泛读本。读写本和听说本各分三册,供三个学期使用。为了学生方便起见,泛读本的一、二、三册合订成一本。为了便于老师备课,还配有相应的录音磁带和教师用书。本书是读写本的第一册。全书有十二个单元,第六单元之后有一复习练习,第十二单元之后有一套自测题,供学生复习之用。书后有两个附录:短语表和词汇表,以便查找。每个单元由课文、阅读材料 A 篇和 B 篇及十五项练习构成。十五项练习分六大类:阅读理解练习、词汇练习、语法结构练习、汉译英练习、综合填空练习及阅读技巧练习。练习的编写紧扣课文,并严格按照《要求》的各项规定编写,突出重点,突出对学生语言能力的培养,而不单纯地传授语言知识。在编写方法上,我们既采纳了现代外语教学理论中的交际法的某些观

点,也采用了结构法和语法教学法的某些合理成分,而不是唯某一方法是从。重在培养学生使用英语的能力,以达到交际的目的。

在编写过程中,我们也注意到《要求》关于测试的规定:第一阶段和第二阶段教学结束时均应安排考试。第一阶段结束时将进行全国统考。在练习的编写上着重培养学生实际运用语言的能力,力求做到科学、客观、统一和标准化。

《高等专科英语教程》(修订版)主编为杨荣泉,副主编为姚云桥、马德昆。参加《高等专科英语教程》(修订版)第一册编写的有:张铭润(1~3课)、田桂荣(4~6课)、施发敏(7~9课)、姜保华(10~12课);田桂荣和姜保华还编写了复习练习和自测题,并整理了三个附录。参加《高等专科英语教程》(第一版)第一册编写的有李靖民、余颖芳、易文章和施发敏。第二版的编者在此向他们表示衷心的感谢。

编者相信,通过修订版的编写,《高等专科英语教程》的实用性、灵活性及科学性有了进一步提高。为了使本《教程》不断完善,更好地为广大读者和教师服务,编者热切希望使用本书的老师和同学提出宝贵意见。

编者

1995年1月

使用说明

《普通高等专科学校英语课程教学基本要求》规定:普通高等专科学校英语课程教学分为两个阶段。第一阶段应不少于 150~180 学时,第二阶段应不少于 30~40 学时。本书供第一阶段的第一学期使用。我们建议将第一阶段 150~180 学时分为三个学期使用,周学时分别为 4,4,2。读写本每周一课,听说本和泛读本穿插进行。

对每课书的讲授,我们建议:要求学生预习,用两个课时处理完课文及与课文相关的阅读理解练习;再用一个课时做完词汇、语法结构、综合填空及汉译英练习;最后一个课时用来讲解阅读技巧及阅读材料 A 和 B。阅读材料 A 和 B 的设计有双重目的:巩固并加深对课文的理解;配合阅读技巧,实践阅读技巧中所提出的理论及方法,提高阅读能力。

要求规定第一阶段学习词汇 1600 个,第二阶段学习词汇 400 个,在课文后的词汇表中带“+”号者为第二阶段词汇,带“△”号者为超纲词汇,其余为《要求》规定需要掌握的词汇。在教学过程中,应特别重视《要求》规定词汇的学习与掌握。

以上只是编者的建议,学校和老师可根据学生的水平,未来择业的需求灵活安排。本教程在编写过程中充分考虑到学校与学校之间的差异及同一所学校内部各种专业之间的差异,将全套教程分解为主教材——读写本,配套教材——听说本和泛读本,以便在教学过程中灵活使用。

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Unit One

Text

Choosing a Career

Before you choose a career, you must first know yourself — your interests and abilities, your strengths and weaknesses, your physical endurance and energy, your dreams and ambitions. Secondly, you must get information about the world of work and the requirements for entering it. Then you try to match yourself and a suitable field of work.

We speak of a field of work rather than a job because you should prepare for a broad range of jobs, not just one. This will help you if at some time you need to change from one type of job to another.

Although girls will naturally be looking forward to marriage and motherhood, many will probably work for at least half of their married lives. This is in fact what is happening now. Girls are marrying younger so their children grow up while they are still quite young themselves. It is easier now for housewives to go out to work when their children are independent because they can have so many labour-saving devices in the home. Girls, therefore, should take as seriously as boys the need to select a

career suitable for their interests and abilities.

What should you think about in trying to find your career? You are probably better at some school subjects than others. These may show strengths that you can use in your work. A boy who is good at mathematics can use that in an engineering career. A girl who spells well and likes English may be good at office work. So it is important to know the subjects you do well in at school. On the other hand you may not have any specially strong or weak subjects but your reports show a generally satisfactory standard. Although not all subjects can be used directly in a job they may have indirect value. A knowledge of history is not required for most jobs but if history is one of your good subjects you will have learned to remember facts and details. This is an ability that can be useful in many jobs.

Your school may have taught you skills, such as typing or technical drawing, which you can use in your work. You may be good at metalwork or cookery and look for a job where you can improve these skills.

Facing your weak points is also part of knowing yourself. You may be all thumbs when you handle tools; perhaps you are a poor speller or cannot add up a column of figures. It is better to face any weaknesses than to pretend they do not exist. Your school record, for instance, may not be too good, yet it is an important part of your background. You should not be apologetic about it but instead recognize that you will have a chance of a fresh start at work.

Employers will consider other things about you too. They will be interested to know if you have been a prefect, taken part in sports and clubs and any out-of-school activities.

New Words

1. career /kə'riə/ *n.* 职业; 生涯
2. ability /ə'biliti/ *n.* 能力, 才能
3. strength /streŋθ/ *n.* 力量, 实力
4. weakness /'wi:knis/ *n.* 缺点, 弱点; 虚弱, 软弱
5. physical /'fizikəl/ *a.* of the body 身体的; 物理(学)的; 物质的
6. endurance /in'djuərəns/ *n.* 忍耐力, 持久力, 耐久性
7. energy /'enədʒi/ *n.* 精力, 活力; 能, 能量
8. requirement /ri'kwaɪəmənt/ *n.* 要求, 需要
9. range /reɪndʒ/ *n.* 范围; 排列; (山)脉 *v.* 排列成行; 延伸
10. type /taɪp/ *n.* kind or sort 种类; 铅字 *v.* 打字
11. forward /'fɔ:wəd/ *ad.* 向将来; 向前 *a.* 向前的, 前部的
12. marriage /'mærɪdʒ/ *n.* 结婚, 婚姻
13. motherhood /'mʌðəhʊd/ *n.* 母亲身份, 母性
14. married /'mærɪd/ *a.* 已婚的, 夫妇的
15. independent /'ɪndɪ'pendənt/ *a.* 独立的, 自主的
16. labour-saving /'leɪbə'seɪvɪŋ/ *a.* 节省劳力的
17. device /di'vaɪs/ *n.* 装置; 手段, 方法
18. seriously /'sɪəriəsli/ *ad.* 严肃地, 认真地; 严重地
19. select /si'lekt/ *vt.* 选择, 挑选 *a.* 精选的, 优等的
20. engineering /'endʒɪ'niəriŋ/ *n.* 工程学
21. satisfactory /'sætɪs'fæktəri/ *a.* 令人满意的
22. standard /'stændəd/ *n.* 水平, 标准, 规格 *a.* 标准的
23. directly /di'rektli/ *ad.* 直接地; 立即, 马上
24. indirect /'ɪndɪ'rekt/ *a.* 间接的, 迂回的
25. detail /'di:teɪl/ *n.* small point or fact 细节; 枝节 *vt.* 详述
26. typing /'taɪpɪŋ/ *n.* 打字
27. technical /'teknɪkəl/ *a.* 技术的, 工艺的
28. drawing /'drɔ:ɪŋ/ *n.* 制图, 图画
29. metalwork /'metlwɜ:k/ *n.* 金属加工; 金属制品
- △ 30. cookery /'kukəri/ *n.* art and practice of cooking 烹调, 烹调法

31. thumb /θʌm/ *n.* 姆指
 32. handle /'hændl/ *v.* 运用, 操纵, 对付 *n.* 柄, 把手
 33. column /'kɒləm/ *n.* (数)列; 柱, 柱形物; 栏, 专栏(文章)
 34. exist /ig'zist/ *v.* 存在
 35. instance /'instəns/ *n.* example 例子, 实例, 事例
 △ 36. background /'bækgraʊnd/ *n.* 背景
 37. apologetic /ə'pɒlə'dʒetik/ *a.* 内疚的, 道歉的
 38. employer /im'plɔɪə/ *n.* 雇主, 雇佣者
 △ 39. prefect /'prɪfekt/ *n.* 级长(负责维持纪律的学生)
 40. activity /æk'tɪvɪti/ *n.* 活动, 活跃; 行动

Phrases and Expressions

- | | |
|-----------------------------|---------------|
| 1. rather than | 而不是 |
| 2. look forward to | 盼望, 期待 |
| 3. grow up | 长大, 成熟 |
| 4. take something seriously | 认真对待某事 |
| 5. on the other hand | 另一方面 |
| 6. be all thumbs | 笨拙的, 笨手笨脚的 |
| 7. add up | 加起来(求出总和), 结算 |
| 8. for instance | 例如 |

Reading Comprehension

I. Here are a number of questions or unfinished statements about the text, each with four suggested ways of answering or finishing it. Circle the letter next to the best answer.

- Before choosing a career, _____.
 A) one must know one's strong points and weak points
 B) one must be informed of the world of work
 C) one must know the requirements for entering the job
 D) one must match oneself and a suitable field of work
- Paragraph 3 basically tells us that _____.
 A) many girls will perhaps work longer than half of their married lives
 B) now girls like to get married when they are very young

- C) like boys, girls should also choose a career suitable for them
- D) because of so many labour-saving devices in the house, housewives have more chances to go out to work
3. According to the writer, one's good command of some school subjects _____.
- A) may always be useful in one's future work directly
- B) may be useful in one's future work directly or indirectly
- C) may help one find a better career than others
- D) may always have indirect value for one's future work
4. Which is not correct among the following according to the text?
- A) A boy who is good at mathematics can be a good engineer.
- B) History is a subject which has not any value in a job.
- C) A girl who likes English may be a good office clerk.
- D) It is important to know the subjects you do well in at school.
5. As to your weaknesses _____.
- A) it is better to face them
- B) it's a good idea pretending not to see them
- C) you should always think about them
- D) you should recognize them as an important part of your background
6. Which of the following expressions from the text is nearest in meaning to 'field of work'?
- A) interests and abilities B) range of jobs
- C) requirements D) world of work
7. Employers will take into consideration _____.
- A) Your strong points and weak points only
- B) your past experiences only
- C) your past experiences as well as your strong points and weak points
- D) whether you know many other things

I. Topics for Discussion.

1. Tell briefly about the career you like to choose after graduation and why.
2. Talk about whether you agree or disagree with the author and give reasons.

3. Discuss the advantages and disadvantages for girls to choose a suitable career.

Exercises

Vocabulary

I. In each of the following sentences, one word is underlined. Select the choice that is closest in meaning to the word.

- Young people usually have more energy than the old.
A) physical strength B) strong points
C) power and ability to do things D) ambitions
- The shop can supply all your requirements.
A) needs B) knowledge C) questions D) information
- It is a cheap but very effective device for catching flies.
A) method B) way C) design D) tool
- This subject has never been taken seriously.
A) as important B) as funny
C) as different D) as correct
- The reasons for your failure to attend the lecture are not satisfactory to the teacher.
A) good enough to be interesting
B) good enough to be pleasing
C) good enough to be touching
D) good enough to be helpful
- The nation has a high standard of living, of morals, of education.
A) rule B) means C) form D) level
- I handled him carefully, because he was so angry.
A) talked with B) got on well with
C) dealt with D) looked after

8. The idea exists only in the minds of poets.
 A) comes B) lives C) leaves D) starts
9. John Smith, a friend of mine, is a young man of excellent background.
 A) (a person's) family, experience and education
 B) (a person's) interests, skills and education
 C) (a person's) strengths, dreams and education
 D) (a person's) energy, experience and education
10. He was apologetic for not going to her party.
 A) angry B) eager C) responsible D) sorry

IV. Fill the blanks with the words or expressions given below. Change the form if necessary.

be all thumbs	rather than	for instance
look forward to	add up	prepare for
grow up	pretend	instead range

- He always _____ to understand what the teacher says in class.
 - Hope for the best and _____ the worst.
 - She _____ leaving the hospital wards for a holiday at home.
 - You can't depend on her; _____, she arrived late for an important meeting yesterday.
 - He was an objective _____ a subjective writer.
 - The company puts out a large _____ of products.
 - What are you going to do when you _____?
 - Please _____ the long column of figures and see if the sum is correct.
 - The roast beef is all gone, so have a chop _____.
 - We say that we _____, meaning that our fingers seem to be too clumsy for the work.
- V. Choose the right word or phrase to complete the following sentences. Change the form if necessary.**

1. job/work/career

- She chose a _____ on the stage.
- He has a _____ as a cook.

3) Machines do much of the _____ formerly done by man.

2. match/suit/fit

1) These shoes don't _____ me---have you got a larger size?

2) Red and black are colours that don't _____ me well.

3) The colour of the shirt does not _____ that of the coat.

3. 1) speak/speak of

A) We have never heard Mr. Smith _____ his dead son.

B) Besides English, he can _____ several other foreign languages.

2) hear/hear of

A) I listened carefully, but still couldn't _____ anything.

B) They started out to cross the Sahara in a saloon car, and have not been _____ since.

3) know/know of

A) I _____ Mr. White, but I do not _____ him personally.

B) A person is _____ by the company he keeps.

VI. Study the phrasal verbs below and then complete the following sentences with them. Change the form if necessary.

look after—take care of

look back—return in one's thoughts

look down on/upon—consider as inferior

look for—try to find

look forward to—expect with pleasure

look into—examine

look out—be careful

look to—rely on

look up—seek information about

look up to—respect

1. If you don't do your duty, people will _____ you.

2. He was still a leading member of the local organization, much _____ for his war experience.

3. I am _____ seeing my old friend.

4. Don't worry. I'll _____ your house while you're on your trip.