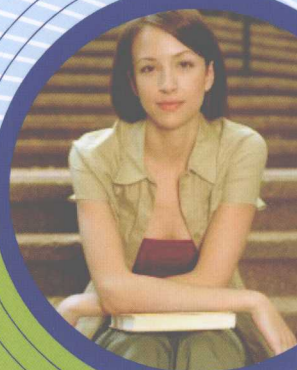


高职高专 实用英语教程

Practical English

王长虹 郭淑萍 主编

上




北京理工大学出版社

BEIJING INSTITUTE OF TECHNOLOGY PRESS

高职高专实用英语教程

上

王长虹 郭淑萍 主编

 北京理工大学出版社

BEIJING INSTITUTE OF TECHNOLOGY PRESS

版权专有 侵权必究

图书在版编目 (CIP) 数据

高职高专实用英语教程. 上册/王长虹, 郭淑萍主编. —北京: 北京理工大学出版社, 2006. 8

ISBN 7-5640-0871-7

I. 高… II. ①王…②郭… 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 (2006) 第 098022 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 (办公室) 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 / 北京地质印刷厂

开 本 / 787 毫米 × 1092 毫米 1/16

印 张 / 11.5

字 数 / 220 千字

版 次 / 2006 年 8 月第 1 版 2006 年 8 月第 1 次印刷

印 数 / 1 ~ 7000 册

定 价 / 34.00 元(上、下册)

责任校对 / 陈玉梅

责任印制 / 母长新

图书出现印装质量问题, 本社负责调换

高职高专实用英语教程

主 编：王长虹 郭淑萍

副主编：余桂霞 李 玫 刘若雷

编 者：范现彬 孔开源 蔺红卫 李 颖

吕 朦 李晓凡 刘禹华 刘玉巧

田雪琴 王予红 夏 霖 薛 燕

许东阳 杨 静 杨跃华 于 敏

张秀丽 张 燕

前 言

我们编写本套英语教材的指导思想是:从高职高专英语教学的实际要求出发,根据教育部《高职高专教育英语课程教学基本要求》以及我国高职高专人才培养的特点和教学改革的成果编写教材,突出教学内容的实用性和针对性,将语言基础能力的培养与实际交际能力的训练有机地结合起来,以满足全球化社会经济发展对高职高专人才的要求。

本套教材由酝酿计划、收集资料,到组织编写,历经四年。我们力图进一步改进传统的英语教学模式,全面体现高职高专英语的教学规律。为了使该套教材更加完善,我们邀请华北水利水电学院、河南财经学院、郑州轻工业学院、郑州大学西亚斯国际学院、许昌学院的英语教育专家,尤其是在高职高专英语教学一线的郑州华信职业技术学院和漯河职业技术学院的英语骨干教师组成了阵容强大的编写班子,并通过发放调查问卷和召开座谈会等形式,广泛征求学生、专家和任课教师的意见和建议。

本套教材由郑州华信职业技术学院外语系王长虹主任和华北水利水电学院郭淑萍副教授主编,华北水利水电学院余桂霞、李玫和郑州大学西亚斯国际学院刘若雷任副主编,漯河职业技术学院朱留成副教授担任主审,加拿大籍外教 Elain 女士审读了全书的英文部分。尤其值得一提的是郭淑萍副教授还亲自负责了整套教材的组织和策划工作。此外,吕朦、于敏、夏霖、李颖、田雪琴、李晓凡、杨静、王予红、刘禹华、许东阳、刘玉巧、薛燕、张燕、张秀丽、范现彬、蔺红卫、杨跃华、孔开源等也参与了本套教材的编写,在此一并致谢!

另外,在本套教材的编写过程中,我们吸收和借鉴了国内外各类英语教材中的大量素材,在此谨对有关作者表示深切谢意。

本教材适合高等职业院校、高等专科院校、成人院校及本科院校举办的职业技术学院的学生,以及各类英语爱好者、自学者使用。

由于编者的水平和条件有限,书中难免有不足之处,恳请读者批评指正。

编 者

2006 年 1 月

CONTENTS



Unit One

Part I	Dialogue	<i>Could I Have Your Name , Please?</i>	1
Part II	Text	<i>Different Cultures and Different Customs</i>	2
Part III	Writing	<i>Envelope</i>	6

Unit Two

Part I	Dialogue	<i>Where Are You from?</i>	8
Part II	Text	<i>Chinese and American Cultures</i>	9
Part III	Writing	<i>Letter</i>	14

Unit Three

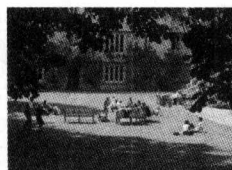
Part I	Dialogue	<i>How Is Everything Going On?</i>	17
Part II	Text	<i>Friendship in Different Cultures</i>	18
Part III	Writing	<i>Note</i>	24

Unit Four

Part I	Dialogue	<i>What Do You Like to Do with Your Free Time?</i>	26
Part II	Text	<i>Learning to Read — in College</i>	27
Part III	Writing	<i>Memo</i>	33

Unit Five

Part I	Dialogue	<i>About English Learning</i>	35
Part II	Text	<i>The Successful Language Learning</i>	36
Part III	Writing	<i>E-mail</i>	41



Unit Six

Part I Dialogue	<i>How's the Family?</i>	43
Part II Text	<i>New Marriage Patterns in China</i>	44
Part III Writing	<i>Schedule and Programme</i>	51

Unit Seven

Part I Dialogue	<i>I Feel Terrible</i>	53
Part II Text	<i>Inhabitants of the North Pole</i>	53
Part III Writing	<i>Absence Permit</i>	60

Unit Eight

Part I Dialogue	<i>Thanksgiving Day Dinner</i>	61
Part II Text	<i>Thanksgiving and the Story behind It</i>	62
Part III Writing	<i>Poster</i>	67

Unit Nine

Part I Dialogue	<i>Withdrawing Money</i>	69
Part II Text	<i>Banking Service</i>	70
Part III Writing	<i>Notice</i>	76

Unit Ten

Part I Dialogue	<i>Christmas Is Coming</i>	77
Part II Text	<i>American Myth of the West</i>	78
Part III Writing	<i>Speech</i>	84

Unit Eleven

Part I Dialogue	<i>A Christmas Party</i>	86
Part II Text	<i>Genesis</i>	87
Part III Writing	<i>Christmas Card and New Year's Card</i>	94



Unit Twelve

Part I Dialogue	<i>At the Post Office</i>	96
Part II Text	<i>Attitude Is Everything</i>	97
Part III Writing	<i>Letter of Invitation</i>	103



Unit Thirteen

Part I Dialogue	<i>At the Bus Stop</i>	105
Part II Text	<i>The Man on the Train</i>	106
Part III Writing	<i>Letter of Congratulation</i>	113



Unit Fourteen

Part I Dialogue	<i>What Would You Like?</i>	115
Part II Text	<i>Parents Are Too Permissive with Their Children Nowadays</i>	116
Part III Writing	<i>Letter of Complaint</i>	121

Unit Fifteen

Part I Dialogue	<i>We Are on Our Way to Mexico</i>	123
Part II Text	<i>Americans on Vacation</i>	124
Part III Writing	<i>Application for Admittance</i>	130



Appendix		132
----------	--	-----

Unit One

Part I Dialogue



Could I Have Your Name, Please?

- Clerk: What can I do for you, madam?
- Ms. Paine: I'd like to open a savings account.
- Clerk: OK. First we have to fill out a few forms. Could I have your name, please?
- Ms. Paine: It's Paine, Sarah Paine.
- Clerk: And how do you spell your last name?
- Ms. Paine: It's P-A-I-N-E.
- Clerk: Thank you. Next, is it Miss, Mrs., or Ms.?
- Ms. Paine: I prefer Ms.
- Clerk: Fine. Now, could I have your address, Ms. Paine?
- Ms. Paine: 2418 Greystone Road.
- Clerk: Is that in Chicago?
- Ms. Paine: Yes, that's right. The zip code is 60602.
- Clerk: OK, and please give me your telephone number.
- Ms. Paine: It's 364 - 9758.
- Clerk: 364 - 9758. All right. And finally, Ms. Paine, what is your occupation?
- Ms. Paine: I work at City Hospital. I'm a lab assistant.
- Clerk: Fine. I just need some ID, and we'll be all set.





Part II Text

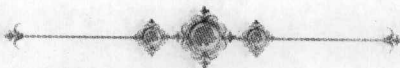
Different Cultures and Different Customs

There are many things that we do in our own culture that we never ask questions about. We do things without thinking about them because we have always done them in the same way. When we are in another culture or with people from a different culture, we see that people do things in many different ways. One of the first differences we notice is the forms of address that are used in the culture. The language that people use to address each other tells us many things about a culture.

There are many ways of addressing teachers and students and introducing oneself in other cultures. In many parts of the world, students must show politeness and respect to teachers; one way of doing this is not to use the teacher's name. But some teachers in the U. S. don't think it is rude if their students call them by their first names. This may be their way of having a close informal relationship with students. In the U. S., one way to show closeness and friendliness is to use a person's first name.

When Americans greet each other, introduce each other, and have conversations, they usually stand about an arm's distance (about eighteen inches) to two feet (twenty-four inches) apart. This is not always a comfortable distance for people in other cultures, who may prefer less or more distance.

It is sometimes difficult to know when to shake hands with Americans. In business situations men always shake hands when they first meet each other. Recently, especially in the business world, women have begun shaking hands, too. In social situations when two people meet, they often shake hands. You may find that younger women shake hands more often than older women do.



When Americans shake hands, they usually only shake hands for a few seconds. When they shake, they shake hands firmly, not loosely. "He shakes hands like a dead fish" refers to someone whose handshake is not firm enough. In American culture, a weak handshake is a sign of a weak character. In other countries, people shake hands differently. They may take the other person's hand loosely and may shake it for more than a few seconds.



Every language has certain rules of speaking and every culture has rules about how people should interact with each other. These rules are not usually written down, but are learned by people living together in one culture. When you learn about other cultural ways of doing things, you start to think about what you've been doing in your own language and culture.



New Words

1. apart [ə'pɑ:t] *ad.* 除去,撇开;分离着;相隔,相距;分别地
2. character [ˈkærɪktə] *n.* 性格,品质;特性,特征
3. culture [ˈkʌltʃə] *n.* 文化,文明,教养,修养 *v.* 栽培,培植,培养
4. firmly [ˈfɜ:mli] *ad.* 坚固,坚定,断然
5. greet [gri:t] *vt.* 问候,向...致意;迎接,欢迎,致敬
6. handshake [ˈhændʃeɪk] *n.* 握手
7. informal [ɪnˈfɔ:məl] *a.* 非正式的,不拘礼节的,通俗的
8. interact [ˌɪntəˈrækt] *vi.* 互相影响,交互作用
9. loosely [ˈlu:slɪ] *ad.* 松弛地,宽松地,松散地
10. recently [ˈri:səntli] *ad.* 新近,最近;近日;近来
11. refer [rɪˈfɜ:] *v.* 提到;指称;适用
12. respect [rɪsˈpekt] *vt.* 尊敬,尊重,不妨碍 *n.* 尊敬,尊重;考虑,重视;方面
13. rude [ru:d] *a.* 粗鲁无礼的,粗陋的
14. social [ˈsəʊʃəl] *a.* 社会的,社交的,群居的
15. younger [ˈjʌŋgə] *n.* 年纪较小者 *a.* 较年轻的





Phrases and Expressions

1. forms of address 称谓形式
2. interact with 与...相互作用,相互影响



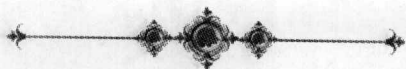
Notes

1. call them by their first names 称呼他们的名字。表示亲密,有别于称呼姓氏。
2. a weak character 这里指性格软弱者。



Post-Reading

1. Decide whether the following statements are true(T) or false(F) according to the text.
 - () (1) In America, students sometimes call their teachers by their first names to show their friendliness.
 - () (2) When people greet each other, they always stand about an arm's distance apart.
 - () (3) Men and women now in the U. S. A. always shake hands firmly when they meet each other.
 - () (4) In America, a weak handshake means that you are not very physically strong.
 - () (5) When people meet each other, they always shake hands loosely.
 - () (6) Every language has its own rule for people greeting each other.
 - () (7) It's not easy to understand these rules of speaking from different cultures.
 - () (8) The rules of greetings and shaking hands in different cultures can be learned only through reading books.
2. Translate the following sentences into English with the words or expressions in the brackets.
 - (1) 你喜欢喝茶还是咖啡? (prefer)



- (2) 那儿有一块写着“禁止吸烟”的牌子。(sign, saying)
 (3) 每种文化都有不同的称呼形式。(forms of address)
 (4) 我宁可不去想这次考试失败的事。(prefer not)
 (5) 我认为用名字称呼老师并不粗鲁。(don't think)
 (6) 来自不同文化的人应当学会如何相处。(interact with)
 (7) 当你与来自不同文化的人谈话时,你应当知道他们的习惯。(habit)
 (8) 在你的文化中两人谈话时应保持什么样的距离才是最佳的距离?(stand apart from each other, comfortable distance)

3. Choose the best answer to complete each of the following sentences.

- (1) He is _____ a writer.
 A. failure as B. a failure as C. the failure for D. a failure with
- (2) —Can you come on Monday or Tuesday?
 — I'm afraid _____ day is possible.
 A. either B. neither C. any D. some
- (3) Dr. Black comes from either Oxford or Cambridge. I can't remember _____.
 A. where B. there C. which D. what
- (4) In the centuries _____, Egypt became one of the most advanced civilizations on the earth.
 A. followed B. that was followed
 C. which was following D. which followed
- (5) To enter his house is like _____ a small museum.
 A. to enter B. entering C. entered D. enter
- (6) The local government cut down their costs _____ 30 percent.
 A. at B. by C. for D. with
- (7) I'm reading his _____ novel.
 A. best-selling B. best-sold
 C. best-sale D. best-sell
- (8) It's rude of you to shout _____ the room.
 A. beyond B. through C. across D. over
- (9) People are more likely to stay _____ 30 miles of _____ they were born.
 A. in; where B. at; what



C. within; what

D. within; where

(10) After searching for half an hour, she realized that her glasses _____ on the table all the time.

A. were lain

B. had been lain

C. have been lying

D. had been lying

(11) Facts show that as many as 50% of patients do not take drugs _____ directed.

A. like

B. as

C. which

D. so

(12) I walked too much yesterday and _____ are still aching now.

A. my leg muscles

B. my muscles of leg

C. my leg's muscles

D. my muscles of the leg

(13) He will have _____ 30 by the end of this year.

A. turned

B. become

C. got

D. taken

(14) Macao _____ its return to China in December, 1999.

A. watched

B. found

C. saw

D. noticed

(15) This hotel _____ \$ 60 for a single room with bath.

A. charges

B. demands

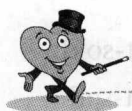
C. prices

D. claims



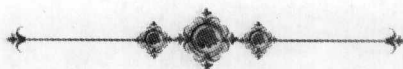
Part III Writing

Envelope (信封)



Skills

英文信封与中文信封的写法不同。习惯上,寄信人的姓名、地址依次写在信封的左上角。收信人的姓名、地址依次写在信封的中央。邮票贴在右上角。注意英文地址与中文地址的顺序也不同。如果是航空信、挂号信等,需在信封的左下方注明。





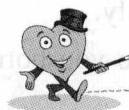
Sample

Le Fei
1950 Huashan Road
Shanghai 200030
People's Republic of China

STAMP

Mr. J. P. Andrews
1255 Chinatown Street
San Francisco
U. S. A.

Registered



Practice

写一个信封, 收信人是你的父(母)亲, 寄信人是你自己。



Unit Two



Part I Dialogue

Where Are You from?

Brad: So, Paula, where are you from?

Paula: I'm from Canada, originally.

Brad: From Canada? Where were you born?

Paula: Montreal.

Brad: When did you come to Los Angeles?

Paula: We moved here when I was fourteen.

Brad: Did you go to school here?

Paula: Well, I went to high school here, but I went to college in Texas.

Brad: Did you get a job right after graduation?

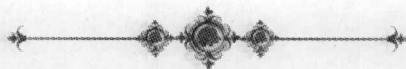
Paula: No, I traveled for a while in Europe after college, and then I lived in France.

Brad: When was that?

Paula: Let's see... That was about six years ago.

Brad: I bet that was interesting. What did you do there?

Paula: I studied French. Anyway, that's enough about me. How about you? Were you born in L. A. ?



Part II Text**Chinese and American Cultures****Body Language**

Even body language has a cultural accent. Chinese stamp their feet to show anger; Americans interpret this as impatience. Chinese clap for themselves after a speech. Americans may see this as immodest. When giving or receiving a gift, Chinese use two hands to denote respect. Americans never even notice.

Americans may pat other adults on the head to show sympathy, affection or encouragement. This behavior could insult Chinese.

Americans point to their chest to signify “me”, but think it is funny when Chinese point to their nose.

Even laughter has the potential either to communicate or miscommunicate. An American who fell off his bike was very angry when on-looking Chinese laughed at him. I myself was angered when my son fell down and bystanders laughed. But I learned later that their laughter conveyed sympathy or understanding, not ridicule. When East meets West, how often is offense taken when none is given?

Body Space

American individualists value privacy and men always maintain a distance of 45 ~ 80 centimeters between them when they talk. To stand farther apart is inconvenient, to stand closer violates body space. And males rarely touch each other, except for a brief but firm handshake. They certainly never hold hands to sit with arms around one another.

