

高等职业技术教育教材

YINGYU JIAOCHENG

英语教程

第一册



主编 周蒲芳

北京师范大学出版社



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编写说明

本教材系参照原国家教委审定批准的“大学英语教学大纲”和“中学英语教学大纲”为高等职业学校编写的一套综合英语教程。

本教程教学对象为已基本掌握 1400 英语单词和英语基本语法知识的高等职业学校学生,因此,教材在内容编排上力图根据现代教育学、心理学和英语教学法的基本原理,从我国高等职业教育的实际出发,充分注意到高等职业教育各专业的通用性。在材料的选择上力求做到语言规范,题材广泛,体裁多样,使其既具知识性,又具趣味性,既具通用性,又具专业特点;在处理语言知识方面,既注意到语言规律的趋向性,又考虑到传统语言法则的合理性;在语言能力的培养方面,既注意到听、说、读、写、译综合训练,又适当向说和读方面倾斜。

本教程共分两册,供一学年使用。每册为 16 个单元,每单元分别由 Conversation, Text, Words and Expressions, Notes 和 Exercises 五部分组成。Conversation 选材主要是日常会话,旨在培养学生的日常交际能力;Text 选材大多为科普文章,注意兼顾各专业特点;Exercises 由阅读理解(针对 Text)、语法练习、词汇练习、口语训练、翻译练习和阅读训练等项目组成。本教程语法知识不明确列出,以练习的形式系统性地出现在各单元的练习中,供教师讲授时根据学生情况有选择性地灵活掌握。

本教程由周蒲芳任主编,负责全书的策划、统稿和审阅。参加本教程编写工作的有:王凤兰、姚柳虹、彭晓娟、王玉杰、王茯苓、鄢青萍、吕红红、张友香。

本教程在编写过程中,参阅了一些教材和文章,引用了其中一些材料,在此谨表谢意。

由于水平有限,经验不足,教材中的缺点错误在所难免,请读者批评指正。

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Unit One

Conversation

Freshmen

(At the dormitory building.)

A: Hello. B. So nice to see you here. Welcome and congratulations!

B: Hi. We haven't seen each other for a long time.

A: Yeah. Which department are you in?

B: Computer Application Department.

A: That's good. Have you got registered?

B: Yes, I have. I have also paid my tuition and had a physical check-up.

A: That means that you have finished your registration procedures.

B: Right. I'm now eager to know what we are going to do tomorrow.

A: An opening ceremony for freshmen. And in the next two weeks you will have military training.

B: It is said that it will be a hard time, isn't it?

A: Sure. You should get ready for that. Have you toured the campus?

B: Not yet.

A: Well, I'll show you around after supper.

B: Great!

Text

The Value of Education

Education is not an end, but a means to an end. In other words, we do not educate children only for the aim of educating them. Our purpose is to fit them for life. Life is varied; so is education. As soon as we realize this fact, we will understand that it is very important to choose a proper system of education.

In some countries with advanced industries, they have free education for all. Under this system, people, no matter whether they are rich or poor, clever or foolish, have a chance to be educated at universities or colleges. They have for some time thought, by free education for all, they can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough. We find in such countries a far larger number of people with university degrees than there are jobs for them to fill. As a result of their degrees, they refuse to do what they think is "low" work. In fact, to work with one's hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that the work of a completely

uneducated farmer is as important as that of a professor. We can live without education, but we should die if none of us grew crops. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns. If there were no service people, because everyone was ashamed to do such work, the professors would have to waste much of their time doing housework.

On the other hand, if all the farmers were completely uneducated, their production would remain low. As the population grows larger and larger in the modern world, we would die if we did not have enough food.

In fact, when we say all of us must be educated to fit us for life, it means that all must be educated; firstly, to realize that everyone can do whatever job is suited to his brain and ability; secondly, to understand that all jobs are necessary to society and that it is bad to be ashamed of one's own work or to look down upon someone else's; thirdly, to master all the necessary know-how to do one's job well. Only such education can be called valuable to society.

Words and Expressions

educate ['edju:keit]	v. 教育, 训练
means [mi:nz]	n. 手段
aim [eim]	n. & v. 目标, 目的; (at) 目的在于, 指望
vary ['væəri]	v. 变化, 改变
purpose ['pə:pəs]	n. 目标, 意图
fit [fit]	v. 使适应
realize ['ri:əlaiz]	v. 认识到, 体会到; 实现
system ['sistəm]	n. 系统, 体系, 制度
solve [sɒlv]	v. 解决
degree [di'ɡri:]	n. 度, 程度, 学位
result [ri'zʌlt]	n. 结果, 成果, 成绩
refuse [ri'fju:z]	v. 拒绝, 推辞
shame [ʃeim]	n. 羞愧, 耻辱
disease [di'zi:z]	n. 疾病
service ['sə:vis]	n. 服务
production [prə'dʌkʃən]	n. 生产, 产量
remain [ri'mein]	v. 剩下, 余留, 保持, 仍是
suit [sju:t]	v. 适合, 合适
ability [ə'biliti]	n. 能力, 智能, 才能
necessary ['nesisəri]	adj. 必须的, 必要的, 必然的
valuable ['væljəbl]	adj. 有价值的
in other words	换句话说, 也就是说
no matter whether	不论是否
whether... or...	不管……还是; 是……还是……

as a result (of)

作为(……的)结果

on the one hand...; on the other hand... 一方面……; 另一方面……

Notes

1. Life is varied; ...生活是多样化的。

varied 是动词 vary 的过去分词, 在这里作表语。“to be + -ed 分词”可能是被动语态, 也可能是“系表结构”。其区别在于, 前者表示动作, 句子的主语为动作的对象, 后者则说明主语所处的状态, 其中的-ed 分词(过去分词)相当于形容词。例如:

The book is well written. 这本书写得很好。(系表结构)

The book was written by a worker. 这本书是一位工人写的。(被动语态)

2. In some countries with advanced industries 在一些工业先进的国家。

advanced 是动词 advance 的过去分词, 作 industries 的修饰语。

3. But we have only to think a moment to understand that the work of a completely uneducated farmer is as important as that of a professor. 但是只要我们稍稍想一下便会明白, 完全没有受过教育的农夫的工作与教授的工作是同等重要的。

(1) only to think a moment to understand 中的 to understand 是动词不定式, 在这里作表语, 表示结果。

(2) as important as that 中的 that 代替前面的 the work 以避免重复。等于说 the work of a ... farmer is as important as the work of a professor.

4. ..., but we should die if none of us grew crops. 但是如果谁都不去种庄稼, 我们都得饿死。下面还有几个类似的句子, 请注意。

5. larger and larger 越来越大

英文表达“越来越……”的概念用“形容词(或副词)比较级 + and + 比较级”(后面不可再接 than 引导的从句)。例如:

She is becoming more and more active in sports. 她对运动越来越积极了。

The days are getting longer and longer. 白天越来越长了。

Exercises

Comprehension of the Text

I. Answer the following questions according to the text:

1. What does the text talk about?
2. Is education an end?
3. What is the end or purpose of education?
4. Why is education varied?
5. What education system do some countries with advanced industries have?
6. Does everyone have a chance to be educated at universities or colleges under this system?
7. What do people in those countries think they can do by free education for all?
8. Can they really solve all their social problems and build a perfect nation?
9. Is the work of a completely uneducated farmer important?
10. The work of a farmer is as important as that of a professor, isn't it?

11. What would happen to us if none of us grew crops?
12. What would happen to us if no one cleaned our streets?
13. Why do some people refuse to do work with their hands?
14. What would happen in the modern world if all the farmers were completely uneducated?
15. What education system can be called valuable to society according to the author?

Grammar (about the numbers of the nouns)

I. Choose the best answer:

1. Hurry up. We have _____ to spare.
a. the little time b. a little time c. few times d. little time
2. "Have you ever gone on a picnic?" "Oh, yes, _____."
a. dozens of times b. dozens of time c. a dozen of time d. a dozen time
3. I have got _____ about the subject before I write the paper.
a. a few more informations b. a little more information
c. a few more information d. a little more informations
4. This ship is big enough for ten thousand tons of goods. It is a _____.
a. ten-thousands-ton ship b. ten-thousand-tons ship
c. ten-thousand-ton ship d. ten-thousands-tons ship
5. "What do you need?" "Two dollars _____ all I need."
a. being b. is c. are d. have been
6. That farmer raises _____ on his farm.
a. geese b. geeses c. goosen d. geeses
7. "Where should they be planted?"
" _____ should be planted in the shade."
a. This kind of flower b. These kinds of flowers
c. These kind of flowers d. This kind flower
8. _____ cannot reach far beneath the ocean's surface.
a. Sunlights b. The sunlights c. Sunlight d. A sunlight

Vocabulary

II. Fill in the blanks with the expressions given and change the forms where necessary.

as soon as in fact no matter how as a result of be ashamed whether...or...
take...away on the other hand in other words look down upon fit for

1. _____ tired she was, Mary tried to finish her work in time.
2. Come here _____ you finish the work.
3. _____ it rains _____ not, I'm giving a party tomorrow.
4. Military training _____ men _____ long marches.
5. When she married the boss, she _____ her old friends.
6. You should _____ of your bad manners.
7. _____ his carefulness, he avoid an accident.
8. He doesn't say anything. _____, he daren't.
9. Would you please _____ it _____?

10. You love only yourself. _____, you don't love me at all.

N. Put the following into Chinese, paying attention to the meaning of the italic words:
realize

1. I didn't *realize* that you two lived so close.
2. I came to *realize* in the end why the work is so important to be finished in time.
3. I'm sure none of us will *realize* one's dream.
4. No plan seems too difficult for him to *realize*.

remain

1. She did not feel well and was allowed to *remain* at home.
2. He *remained* silent during the heated discussion.
3. Great progress has been made, yet much still *remains* to be done.
4. If you take four from ten, six *remains*.
5. The old man *remained* murmuring to himself.

matter

1. Will you report the *matter* to the chairman of the department?
2. She is no good at these *matters*.
3. What he did will not help *matters*.
4. He read everything in English, even *matters* like ads in newspapers or magazines.
5. What's the *matter* with your pen?
6. I heard him shouting from the bathroom and went in to see what the *matter* was.
7. It does not *matter* which way you choose.
8. Do you want a coffee or a tea? It doesn't *matter*.
9. I told him not to lie to them no *matter* what happened.

Oral Practice

V. Make a dialogue according to the given situation:

Situation: A (a freshman) and B (a senior) meet each other on the campus. A wants to know something about the university. B is warm-hearted and tells him something about the university and the university life.

VI. Choose the best answers according to the dialogue:

Mary: (1) _____, Rose. (2) _____ I use your dictionary?

Rose: How long (3) _____?

Mary: Just one or two hours.

Rose: (4) _____. By the way, (5) _____ lending me your bike?

Mary: (6) _____. But where are you going?

Rose: I'm going to meet a friend of mine at the railway station.

- | | | | |
|----------------------|---------------|--------------|-----------------|
| 1. A. Hello | B. Well | C. Excuse me | D. Listen to me |
| 2. A. May | B. Need | C. Must | D. Dare |
| 3. A. far | B. far away | C. about | D. for |
| 4. A. No | B. of course | C. OK | D. I'm sure |
| 5. A. Would you like | B. How do you | | |

- | | |
|---------------------|---------------------|
| C. Would you please | C. Would you mind |
| 6. A. All right | B. That's all right |
| C. I'll refuse to | D. I can't mind |

Translation

VI. Translate the following sentences into English:

1. 换句话说,我们并不想这样做。
2. 我们的目的是建设一个繁荣富强的国家。
3. 我们的生活越来越好。
4. 你只要想一下就会明白这个道理。
5. 在一些工业先进的国家仍然有受过大学教育的人找不到工作的问题。
6. 至今还有不少的人认为干体力活是下贱的。

Reading Practice

Seattle

Seattle, in the state of Washington, U. S. A. , is often called the jewel of the Northwest because of its natural beauty. The port city is set on seven green, wooded hills surrounded by water and overlooked by mountains.

Many people living in Seattle are active in outdoor sports: fishing, boating or riding bicycles. There are fine skiing areas just an hour outside the city. You can walk along mountain trails, observing wild animals and the ancient ice that helped form the mountains.

Seattle was started by settlers from the east, who fell in love with the beauty and riches of the land. Five families came to the area in 1851. The white settlers named the new city "Seattle" after an Indian chief(首领) Seattle who led the friendly Suquamish Indians.

Seattle remained a small town for many years with an economy based on wood production. Then, in 1897, large amounts of gold were discovered in Alaska and Canada. The gold rush made Seattle an important economic center almost overnight. People going to Alaska to search for gold stopped in the city to buy equipment for the trip north. Successful gold miners shipped their gold back through Seattle.

Seattle grew most during times of war. Seattle's factories built Navy(海军) ships during World War One and fighter planes in World War Two. Seattle's largest business, the Boeing Aircraft Company, has become the world's leading producer of passenger planes. Boeing also is a top producer of equipment for the military(军用的) and for the space technology industry.

Seattle is increasingly important as a center of international trade, linking(连接) Asia and the United States. Also, Seattle has strong cultural ties with Asia, especially Japan and China. Asian-Americans are Washington State's largest minority(少数民族) group. Most of them live in the Seattle area.

A. Answer the following questions without turning back to the passage.

1. Why is Seattle called the jewel of the Northwest?
2. What outdoor sports are people in Seattle active in ?
3. Whom did the white settlers name the new city after?

4. When did Seattle grow most?

5. What company is the largest business in Seattle?

Now read the passage again, concentrating on the details. You may use a dictionary if necessary. When you finish reading, do B.

B. Decide whether the following statements are true or false:

1. Seattle is a beautiful city located on wooded hills which are surrounded by water and overlooked by mountains. ()
2. Seattle remained a small town for years with an economy based on farming and shipping. ()
3. It became an important economic center because of the gold rush to California. ()
4. In Seattle ships were built and planes were produced during times of war. ()
5. Today Boeing Company mainly produce products for space travel. ()
6. The city is becoming more and more important in developing international trade with Europe. ()
7. Culturally Seattle is closely connected with Asia, especially with Japan and China. ()
8. Most European Americans in Washington State live in the Seattle area. ()

Unit Two

Conversation

Talking about Pictures

Son: I like these pictures very much. They are pictures of the seaside, white clouds, blue sky and so many people. Very interesting! What are they doing, Mum?

Mother: They are having their holidays. Some are swimming. Some are lying on the beach and bathing in the sun.

Son: Look at this one. There is a group of men and women there. What are they doing?

Mother: They are talking and laughing under the umbrella.

Son: What about this picture? There are a few boys not far from the boat. Are they swimming?

Mother: No, they are building mountains and rivers with sand. They look happy and healthy.

Son: Mum, look at this picture. A baby is in the sea.

Mother: Oh, a young couple is carrying their baby in the sea. The baby is playing with the water. It is not afraid at all.

Son: Mum, next Sunday I'll go to the seaside. It must be very interesting.

Mother: All right. We can enjoy water, sunlight, and fresh air at the seaside. They are good for your health.

Text

The Brain

(The most powerful computer in the universe)

Man still has a lot to learn about the most powerful and complex part of his body—the brain.

In ancient times men did not think that the brain was the centre of mental activity. Aristotle, the philosopher of ancient Greece, thought that the mind was based in the heart. It was not until the 18th century that man realised that the whole of the brain was involved in the workings of the mind.

During the 19th century scientists found that when certain parts of the brain were damaged men lost the ability to do certain things. And so, people thought that each part of the brain controlled a different activity. But modern research has found that this is not so. It is not easy to say exactly what each part of the brain does.

In the past 50 years there has been a great increase in the amount of research being done on the brain. Chemists and biologists have found that the way the brain works is far more

complicated than they had thought. In fact many people believe that we are only now really starting to learn the truth about how the human brain works. The more scientists find out, the more questions they are unable to answer. For instance, chemists have found that over 100 000 chemical reactions take place in the brain every second. Mathematicians who have tried to use computers to copy the way the brain works have found that even using the latest electronic equipment they would have to build a computer which weighed over 10 000 kilos. Some recent research also suggests that we remember everything that happens to us. We may not be able to recall this information, but it is all stored in our brains.

Scientists hope that if we can discover how the brain works, the better use we will be able to put it to. For example, how do we learn language? Man differs most from all the other animals in his ability to learn and use language but we still do not know exactly how this is done. Some children learn to speak and read and write when they are very young compared to average children. But scientists are not sure why this happens. They are trying to find out whether there is something about the way we teach language to children which in fact prevents children from learning sooner.

Earlier scientists thought that during a man's lifetime the power of his brain decreased. But it is now thought that this is not so. As long as the brain is given plenty of exercise it keeps its power. It has been found that an old person who has always been mentally active has a quicker mind than a young person who has done only physical work. It is now thought that the more work we give our brains, the more work they are able to do.

Other people now believe that we use only 1% of our brains' full potential. They say that the only limit on the power of the brain is the limit of what we think is possible. This is probably because of the way we are taught as children. When we first start learning to use our minds we are told what to do, for example, to remember certain facts, but we are not taught how our memory works and how to make the best use of it. We are told to make notes but we are not taught how our brains accept information and which is the best way to organize the information we want our brains to accept.

This century man has made many discoveries about the universe—the world outside himself. But he has also started to look into the workings of that other universe which is inside himself—the human brain.

Words and Expressions

computer [kəm'pjutə]	n. 计算机
universe ['ju:nivə:s]	n. 宇宙
complex ['kɒmpleks]	adj. 错综复杂的, 难懂的
ancient ['eɪnfənt]	adj. 古代的, 古老的
philosopher [fɪ'lɒsəfə]	n. 哲学家
involve [ɪn'vɒlv]	vt. 使卷入
working ['wɜ:kɪŋ]	n. 运转, 运行; 活动
exactly [ɪg'zæktli]	adv. 确切地, 精确地

amount [ə'maunt]	n. 数量, 数额
chemist ['kɛmɪst]	n. 化学家
biologist [baɪ'ɒlədʒɪst]	n. 生物学家
complicated ['kɒmplɪkeɪtɪd]	adj. 难懂的, 复杂的
chemical ['kɛmɪkəl]	adj. 化学的
reaction [rɪ(:)'ækʃən]	n. 反应
mathematician [ˌmæθɪmə'tɪʃən]	n. 数学家
equipment [i'kwɪpmənt]	n. 设备, 装置
kilo ['ki:ləu]=kilogram	n. 公斤, 千克
recent ['ri:snt]	adj. 近来的
recall [rɪ'kɔ:l]	vt. 记得, 回忆起
differ ['dɪfə]	vi. 不同于(from)
average ['ævərɪdʒ]	adj. 普通的, 一般的
mentally	adv. 智力上, 脑力上
physical ['fɪzɪkəl]	adj. 身体的; 物质的; 物理学的
potential [pəu'tenʃəl]	n. 潜力
limit ['lɪmɪt]	n. 局限, 限度
put... to(good) use	(好好)利用
differ from	与……不同
compare to /with	与……相比
make notes	记笔记
look into	调查, 观察
Aristotle ['æri stɒtəl]	亚里士多德
Greece [gri:s]	n. 希腊

Notes

1. Aristotle (384~322B. C) Greek philosopher, pupil of Plato and tutor of Alexander the Great.
2. It was not until the 18th century that man realized that the whole of the brain was involved in the workings of the mind. 直到 19 世纪, 人们才认识到整个大脑都介入了心智的运转。
表达“直到……才……”的意思, 英语用“not... until”句型。当要强调 not until 这一句型时, 我们可以用强调结构“it is ... that...”。not 置于 until 前。例如:
It was not until yesterday that I heard from him. 直到昨天我才收到他的信。
3. Chemists and biologists have found that the way the brain works is far more complicated than they had thought. 化学家和生物学家发现, 大脑运转的方式比他们想象的要复杂得多。
way 意为“方法”“方式”时, 其后的从句不能用 how 引导, 而应用 that 或 in which 引导, that 也可省略。例如:
Scientists have found that the way (that / in which) the brain works is very complicated.