ENGLISH ENGLISH ENGLISH ENGLISH

高职通用英语

21世纪 高等职业教育通用教材

总主编\李德荣 主编\肖 慧 上海交通大学出版社

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(第三册)

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前言

《高职通用英语》是一套专供高职学生使用的英语教材。它是在采用 2000 年 出版的《学院英语》开展了两轮教学实践的基础上,结合教育部有关新的考核要求,重新组织素材编写而成的。

近年来,我国高等职业技术教育发展迅速,形成了鲜明的特色。高职教材也日益引起重视,逐渐成为一个单独的系列。1999年12月,上海交通大学出版社会同华东地区60余所高职院校共同研讨21世纪高职教材的编写出版问题。

高职的英语教学,更为强调学生获得运用英语进行工作和日常交流的能力。本书作者在这方面做了积极的尝试,受到了许多高职院校的肯定和欢迎。高职英语教学的主要特点是强调"能力为本",加强口语和听力训练,努力将听、说、读、写等技能训练有机结合,避免把整体性很强的语言学习(尤其在基础阶段)人为地分割为互不相干的数门课程。《高职通用英语》在坚持以上特色的基础上,吸收了教师和学生所提的意见,更为注重基本技能训练,在选题和编排方面都作了改进,扩大了容量,增加了学生练习册。这套书共有四册(预备级和一~三册),本书为预备级,专供入学时英语基础较差的学生使用。整套书的教学要求贴近高职学生参加的全国高等学校英语应用能力考试水准。

我们希望,《高职通用英语》会继续受到欢迎。但高职英语教学是一个新的领域,有待于更多有识之士的深入探讨。编者虽然在不断努力,但毕竟识见有限,本书疏漏和错误之处,欢迎批评指正,以期不断修正。

本教材总主编为李德荣教授;本册主编为肖慧,副主编范菁。参加编写的还有(以姓氏笔划为序)孙然、刘雪梅、陈伟、杨苗捷、杜珊珊、林萍英。

编 者 2005年6月

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Unit 1 Language and Culture

Learning Outcomes

Speaking: talk about books or movies **Reading:** reading individual articles

Translation: understanding translation of business English

Writing: introducing the structure of business correspondence

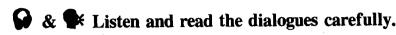
Listen and Talk

ni Jemai i

Listen to the following passage and fill the missing words in the blanks.

The "Harry Potter" Books

The An	nerican readers, young an	id old, love "Ha	rry Potter". The four
stories about	t an 11-year old (1)	boy's magical	l (2) remain
at the top	of the New York Time	es (3)	list. Five million
(4)	copies have been sold	so far. The main	(5) in the
books, Harr	y Potter, attends a school	for (6)	_ and (7),
where he dis	scovers and learns to use	his (8)	powers. The books
published so	far are Harry Porter and th	he Sorcerer's stone	e, Harry Potter and the
(9)	of Secrets, and Har	ry Potter and th	ne (10) of
Azkaban.			•



Dialogue 1

(At the reading room two classmates are talking about movies)

Wang: What are some of your hobbies?

Lin: I love watching films. Every chance I get I like to go out watching.

Wang: How often do you watch films?

Lin: About four times a week. Most of the time I go out at weekends.

Wang: What are your favorite films?

Lin: My favorite film is Harry Potter and the Sorcerer's Stone.

Wang: Oh, I know it which made a hit in 2001 and became the bestseller of the year.

Wang: Why do you love it so much?

Lin: It's fantastic, full of imagination and takes you into a different world.

Wang: Yes, they're easy to read and it's just drawn into it. I love it too.

Dialogue 2

(Two students are talking about movies.)

Wang: Could you tell our classmates this story in a nutshell or just a little bit of the main character.

Lin: Pretty much, Harry Potter is the son of famous wizards, and he is honest, brave and a pretty cool.

Wang: Nowadays it widely spread around the world.

Lin: Yes, I've never seen anything like the "Harry Potter" craze.

Wang: But some parents argue that it has bad influence on kids.

Lin: I disagree with them, the kids don't want to learn magic, they just think the book is fun.

Wang: Well, on the other hand the teachers around the world speak highly of the books.

Lin: Really?

Wang: Of course, they praise the book for reviving young children's interest in literature.

Lin: Wow, that's great!

Oral Practice

是啊。

A.	Interpretation: Turn the following into English versions.
1.	—— 你最喜欢的电影是哪一部?
	《骆驼祥子》。
	—— 是改编自老舍的作品?
	—— 是的,它已经被翻译成多种语言,包括英语。
2.	为什么你最喜欢这部影片?
	—— 我喜欢它的情节。
	—— 你能大体介绍一下吗?
	—— 主人公年轻时很有理想和抱负,但却渐渐丧失了它们
3.	—— 我们现在的生活好多了。
	—— 但还没有达到理想的状态。
	—— 所以我们还须更努力地工作,提高我们的生活水平。

B. Role play: Practice the following situations.

Talk about your favorite book with your classmates

- 1. What's your favorite book? When did you read it?
- 2. Who wrote it and when was it written?
- 3. What the story is about (briefly)?
- 4. Why is it your favorite book?



Pre-reading Task

Lead-in Questions

- 1. When did you start to learn English as a second language?
- 2. Which period do you think is the best time for a person to master a foreign language well in a life's time?
- 3. What do you think are the key elements to acquire a foreign language well?

Read the text and find out what is key to language learning.

Learning a Language - Language Learning among Children

Four-year-old Alexandra Demers talks to her toy animals in Japanese. At snack time, she spontaneously shifts to French, "Fus de pomme, s'il vous plai" ("apple juice, please"). Lindsay Swan at age 8 shows an ability to carry on a basic conversation in French without the slightest English accent. Both have been students since the age of 2 at the Language Workshop for Children in New York. They are part of a growing number of children—many barely out of their toddler years—enrolled in language schools and programs across the country.

Sound like parents pushing their kids toward overachievement? Not entirely, say educators and child development researchers. "In the past decade or so, we've learned a tremendous amount about the best way to teach foreign languages so kids develop a real proficiency for using them," says Christine Brown, director of foreign languages for the Glastonbury, Connecticut, public schools and chairperson of the National Standards Task Force on Foreign Language Education. "From both a practical teaching standpoint as well as the latest research, we now know that the better learner is one who starts early—at least before age 10."

Even public schools are embracing the trend toward earlier foreign language education. In the not-so-distant past, most offered foreign language as an

elective, generally starting in junior or senior high school.

Thanks to the Goals 2000 education initiative and the input of thousands of teachers, Brown's task force recommended that all children have the opportunity to study foreign languages in elementary school, ideally starting in kindergarten or first grade. Heeding that call, 24 states report teaching foreign languages in public elementary schools with enrollment in these programs up 18 percent from 1990 to 1994, according to the American Council on the Teaching of Foreign Languages.

"In terms of benefits, the research is pretty conclusive that students exposed to foreign languages in the elementary and preschool years have a much higher level of success in other studies," says Eileen Glisan, a Spanish and foreign language education professor at Indiana University of Pennsylvania. "They develop greater problem-solving skills, perform better in their native language, and become more open to other cultures."

Brain waiting to be programmed

Some of this insight into the benefits of language training has come from brain and linguistics researchers who have recently identified a "window of opportunity" during which learning a language comes easiest.

According to neurobiologists, a newborn's brain is like a new computer waiting to be programmed. Some of the brain's basic functions, such as breathing and heart beat, are fixed in place before baby is born. But trillions of other connections in the brain are just waiting to be made, or programmed in, during the first years of life. Some of these early connections govern such skills as the ability to see and distinguish faces and objects, to master basic motor skills, and to learn languages. These early childhood experiences also represent the skills most likely to stick with us for life. As a result, say some researchers, an immature brain may offer certain advantages for acquiring a second or third language.

"The power to learn language is so great in the young child that it doesn't seem to matter how many languages you throw their way. They can learn as many as you allow them to hear systematically and regularly at the same time," says Susan Curtiss, linguistics professor at the University of California, Los Angeles.

After a certain period, however, which most researchers say is about age 9

or 10, some basic connections can no longer be made in the brain. In essence, the window of opportunity to easily acquire multiple languages gradually shuts. In fact, children who have never learned even a first language by this age, due to hearing problems for instance, will generally never be able to speak their native language well.

"What seems to happen is that during the course of childhood the brain becomes slowly less plastic," says Curtiss. "And by the time the child reaches puberty, the brain has become significantly less plastic and is not able to restructure itself."

"Consequently," Curtiss says, "the mind as well as the brain in essence become rigid and cannot develop richly and normally any real cognitive system, including language."

This doesn't mean you can't learn a second language as a teenager or adult. Motivation and necessity are also powerful learning forces, say educators. "But your likelihood of mastering a new language with as much ease at that point or of ever speaking it like a native are almost nil," says Francois Thibaut, director of the Language Workshop for Children in New York, who has taught foreign language to children and adults for 25 years.

That, in part, explains the recent rush of some parents to enroll infants as young as six months in foreign language workshops. Yet, the notion that an early start is the magic bullet to mastering a foreign language remains controversial.

Devote ample time to learning

"When we're talking about learning a language at a school as opposed to learning it in a multilingual home or play environment, the emphasis on starting very early is not as important as some might think," says Patsy Lightbown, professor of applied linguistics at Concordia University in Montreal. "Another important ingredient is devoting enough time to it. Twenty minutes, three times per week is not a very effective way to acquire a language, no matter when you start."

Public school teachers are also embracing this theory. Last year, Brown's national education task force developed standards that completely revamp the teaching of foreign languages. Instead of conjugating verbs and by rote memorizing vocabulary lists a few times per week, as students have done for years, the focus is now on immersing children in actually communicating with the

language every day.

Students may listen to stories on tape, learn songs, or watch movies and newscasts in the language they are studying. Spanish students, for instance, may be guided through a science project or play a math game in that language. With a little experience, French students may be asked to use the Internet to correspond with students in France or to write and act out a play in French.

"The idea here is not just to teach them about the rules of the language but to get students actively involved in using it right from the beginning," says Brown. "Kids soak up language by osmosis, and it's a very effective approach—particularly when it's taught through a variety of activities. After all, that's the way we learn our own language."

New Words

snack /snæk/ n.

spontaneous /sponteiniəs/ a.

accent /ˈæksənt/ n.

toddler /'todlə/ n.

enroll /inˈrəul/ v.

proficiency /prəˈfiʃənsi/ n.

embrace /im'breis/ v.

initiative /i'ni∫iətiv/ n.

small meal, usu eaten in a hurry, esp between main meals 小吃,点心(通常指匆匆食用者,尤指两正餐之间的)

done, happening, said, etc. because of a voluntary impulse from within, not caused or suggested by sth/sb outside 自发的;主动的;自动的

national, local or individual way of pronouncing words 口音,腔调,土腔

child who has only recently learnt to walk 刚学会走路的孩子

become or make (sb.) a member (of sth.) 成为或使(某人)成为(某组织的)成员;登记;注册

being proficient (in sth.); competence 精通

accept or take (an idea, etc.) willingly 欣 然接受或采取(某意见等)

action taken to resolve a difficulty 为解决 困难而采取的行动;首创精神;创造性 kindergarten / kindega:tn/ n.

heed /hi:d/ v.

conclusive /kənˈkluːsiv/ a.

preschool /pri:sku:l/ a.

insight /'insait/ n.

linguistics /lingwistiks/ n.

identify /ai'dentifai/ v.

neurobiologist /ˌnjuərəubaiələdʒist/ n.
newborn /njuːˈbəːn/ n.

trillion /'triljən/ num.
distinguish /dis'tingwiʃ/ v.

immature /iməˈtjuə/ a.

systematic / sisti mætik/ a.

essence /'esns/ n.

puberty /'pju:bə(:)ti/ n. cognitive /'kɔgnitiv/ a.

school for very young children; nursery school 幼儿园

pay attention to (advice, etc.); take notice of (sth.)注意或听从(劝告等);留心(某事物)

(of facts, evidence, etc.) convincing; ending doubt (指事实、证据等)令人信服的,确凿的,消除怀疑的

of the time or age before a child is old enough to go to school 学龄前的;学前的 ability to see into the true nature (of sth.); deep understanding 洞察力;深刻的了解

scientific study of language or of particular languages 语言学 to ascertain the origin, nature, or definitive characteristics of ... 确认,验明确定…的起源、性质或起决定作用的特征神经生物学家

婴儿;新生儿

一万亿(个)

recognize the difference between (people or things) 区别,辨别(人或事物)

not (yet) fully developed or grown (尚) 未充分成长的;发育(尚)未完全的

done or acting according to a system or plan; methodical 有系统的;有计划的;有条理的

that which makes a thing what it is; most important or indispensable quality of sth 本质;精髓;要素

青春期

of or relating to cognition 认知的;有关认识的

motivation /məuti'vei $\int n/n$.

nil /nıl/ n.

notion /'nəu $\int n/n$.

controversial /kəntrə'və: $\int n/n$.

multilingual /ˈmʌltiˈlingwəl/ a.

ingredient /inˈgrːdiənt/ n.

revamp /'riː'væmp/ v.

conjugate /kəndʒugeit/ v.

immerse /i'məɪs/ vt.

newscast /ˈnjuːzkɑːst/ n. osmosis /ɔzˈməusis/ n.

approach /əˈprəut∫/ n.

动机;积极性

nothing; zero 无;零

idea or belief; concept 观念;信念;概念 causing or likely to cause controversy 引 起或可能引起争论的

speaking or using many languages 使用多种语言的

any of the qualities of which sth is made 因素;要素;组分;成分

renew (sth.), esp superficially; improve the appearance of 将(某物)更新(尤指外观);翻新

(grammar) give the different forms of (a verb), as they vary according to number, tense, etc. (语法)列举(动词)的变化形式(单复数、时态等)

involve oneself deeply (in sth.); absorb oneself 使自己沉浸(于某事物);使自己深陷于或专心于

broadcast news report 新闻广播 gradual, and often hardly noticeable, acceptance of ideas, etc. (思想、观念等) 潜移默化

way of dealing with a person or thing 方法;手段

Phrases

carry on 继续开展,坚持 thanks to 由于 task force 特别工作组 in terms of 根据,按照,在…方面 expose... to 使…受到,使…接触… insight into 洞察… window of opportunity 期限,时机 stick with 继续支持;保持与…的联系 as a result 结果 in essence 本质上 due to 由于,应归于 during the course of 在…期间 in part 部分地
magic bullet 魔法,妙方
as opposed to 与…相对;与…成对比
by rote 死记硬背,机械地
act out 扮演一角色;将…付诸行动

get involved in 涉及 soak up 吸收 a variety of 多种的 after all 毕竟

Notes

- 1. **The Language Workshop for Children**: 位于纽约的儿童语言学校,有 30 多年的 历史,致力于倡导通过有组织的幼儿游戏组的方式来教儿童外语。
- 2. the Glastonbury, Connecticut, public schools: 美国康涅狄格州格拉斯顿伯里市 的公立学校
- 3. **the National Standards Task Force on Foreign Language Education:** a special project of ACTFL (American Council on the Teaching of Foreign Languages) to undertake the task of defining *content standards* what students should know and be able to do in foreign language education.
- 4. American Council on the Teaching of Foreign Languages: 美国外国语言教学审议会
- 5. Indiana University of Pennsylvania: 美国宾州印地安那大学
- 6. the University of California, Los Angeles: 美国洛杉矶的加州大学
- 7. applied linguistics: 应用语言学
- 8. Concordia University in Montreal: 在加拿大蒙特利尔的康科迪亚大学

After-reading Task

Questions



Answer the following questions.

- 1. What age does a "better learner" usually start?
- 2. How did most public schools offer foreign language not long ago?
- 3. When did Brown's task force suggest is the best time to start foreign language study?
- 4. What are the benefits of starting foreign language learning earlier?

- 5. What skills are most likely to stick with us for life?
- 6. According to the experts, when does the "window of opportunity" shut?
- 7. What are also considered as powerful learning forces?
- 8. Which element is yet as important as starting earlier on acquiring foreign languages?

Content Completion

10. govern

concern compression	
Fill in the blanks with	words or phrases from the passage. Don't refer to it
until you have finished	d the exercise.
(1) the	Goals 2000 education (2) and the
	of teachers, Brown's (4) recommended
	he opportunity to study foreign languages in
(5) school, (6)	starting in (7) or first
grade. (8) that	call, 24 states report teaching foreign languages in
public elementary schools wi	th (9) in these programs up 18 percent
from 1990 to 1994, (10)	the American Council on the Teaching of
Foreign Languages.	
Vocabulary	
Match the words or ph	arases in Column A with the definitions in Column B.
A	В
1. enroll	a. deep understanding
2. proficiency	b. most important of sth.
3. initiative	c. influence decisively; determine
4. heed	d. competence
5. immerse	e. pay attention to; take notice of
6. revamp	f. become a member of sth.
7. conclusive	g. absorb oneself
8. insight	h. renew; improve the appearance of
9. essence	i. action taken to resolve a difficulty

j. convincing; ending doubt