

高职高专职业英语立体化系列教材

Advanced Career English

高级职业英语 拓展教程



NLIC2970601322

Extended Book

《高级职业英语》系列教材编写组 编



高等教育出版社
HIGHER EDUCATION PRESS



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Gaoji Zhiye Yingyu Tuo-zhan Jiaocheng 3

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高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图书在版编目(CIP)数据

高级职业英语拓展教程. 3/《高级职业英语》系列
教材编写组编. —北京:高等教育出版社, 2010. 7
ISBN 978-7-04-028920-6

I. ①高… II. ①高… III. ①英语-高等学校:技术
学校-教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2010)第 113552 号

策划编辑	闵 阅	责任编辑	李 欣	封面设计	张志奇
版式设计	刘 艳 魏 亮	责任校对	李 欣	责任印制	陈伟光

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120

购书热线 010-58581118
咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

经 销 蓝色畅想图书发行有限公司
印 刷 北京人卫印刷厂

网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

开 本 787×1092 1/16
印 张 7.25
字 数 164 000

版 次 2010 年 7 月第 1 版
印 次 2010 年 7 月第 1 次印刷
定 价 25.00 元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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物料号 28920-00

前言

《高级职业英语》(*Advanced Career English*)是一套专门针对高职高专学生实际需求而编写的公共英语系列教材。其编写历经两年之久,经过广泛调查研究,获得了大量客观可靠的数据和访谈笔录,并在此基础上进行了科学的定量和定性分析。其编写理念是在对用人单位、毕业生、在校生成和教师及教学管理部门进行调查的基础上,采取“能力倒推”的方法,即根据调查统计结果筛选出毕业生实际工作岗位所涉及的岗位英语技能点,再根据目标工作岗位群的特征,将这些技能点按照语言教学的客观规律进行科学的编排和语言精加工,整合成具有共性特征的技能模块,从而形成教材的主要架构。

本系列教材依据教育部颁布的《关于全面提高高等职业教育教学质量的若干意见》,遵循“面向社会,针对岗位,强化能力,促进发展”的宗旨,坚持“能力本位、任务驱动、行动导向、教学做一体化”的教学模式和以岗位技能为主线,以职场活动为情景的编写原则,构建“基于工作过程的项目导向”的内容体系,紧扣岗位需求,做到“学中做,做中学”,以“学以致用”、“学以管用”、突出技能训练和全面提高学生完成岗位工作能力为目的。

本系列教材吸收了国内外优秀教材的编写经验,并由外籍专家对语言审定把关,形式新颖,按照听说模块、读写模块和拓展模块分项编写,具有较强的针对性和实用性,为学生通过本教材的学习,掌握职场生存和发展必需的英语基本技能提供了可靠的保障。

《高级职业英语》系列教材共三级,每级由《听说教程》、《读写教程》、《拓展教程》以及《教师参考书》组成。本系列教材每单元围绕同一职业岗位技能展开训练,每个教程既相对独立,又相互联系和互为补充,从而形成一个有机的整体。《听说教程》、《读写教程》、《拓展教程》后都附有MP3光盘,《教师参考书》后附有电子教案光盘。

《拓展教程3》是《读写教程3》的延伸和巩固,由4个部分组成:

Section 1 More Things to Do (还需完成的任务)包括五个学习活动: Activity 1 Read More (扩充阅读)提供一篇与本单元岗位技能相关的课外阅读课文。课文内容在注重职业性的同时,兼顾人文性和趣味性,是对《读写教程》阅读文章的补充和延伸。Activity 2 Fulfill the Following Tasks (完成任务)提供相应的阅读理解和语言练习。Activity 3 Make a Survey (进行调研)是一个专门训练学生动手能力的项目,让学生结合本单元核心技能做一个小型调研,为日后工作需要打下一定基础。Activity 4 Write a Report (写报告)训练学生撰写小型调查报告的能力,即让学生根据 Activity 3 调查活动中获得的数据和材料撰写一篇简短的报告。Activity 5 Translate a Paragraph (翻译短文)训练学生翻译相关资料的能力。

Section 2 Exploration: Reading Skills (探究:阅读技巧)通过简要说明、示例和练习来提高学生的阅读技巧。

Section 3 Preparation: Career Previewing (职业预览) 是《拓展教程》的一个特色, 提供一篇与职业文化相关的双语阅读材料, 既可增强学生文化交流意识, 又能扩展学生阅读面, 帮助增强语感。

Section 4 Appreciation: Listening and Reciting (欣赏: 听与背诵) 通过美文欣赏与诵读增强学生的语感, 提高其英语学习兴趣。

《高级职业英语》系列教材由广东警官学院向前进教授担任总主编。《拓展教程3》由杨国民、林敏担任主编, 朱定逸、孙庆珍担任副主编, 参加编写的有朱海群、陈芑、王妮、邓国栋、禹琴、王梓媛、辛燕清。

承蒙Prof. Christian Zimmermann对书稿认真审阅, 在此致以诚挚的谢意!

本系列教材的编写得到了广东省教育厅的大力支持, 在此深表感谢!

本系列教材是我国全日制高职高专公共英语教材编写上的一次大胆尝试和创新, 缺点和不足在所难免, 诚恳希望使用本教材的广大师生批评指正。

编者

2010年5月

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Unit 1



Conducting a Survey

Language Skill Description

 In this unit, you will:

1. read more about how to conduct a survey;
2. practise a new reading skill: Propositional Meaning;
3. develop career awareness: Sex Ratios and Market Bubbles;
4. practise reading aloud: The First Snow.

Section 1 More Things to Do

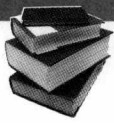
Activity 1 Read More About Conducting Surveys

1. What kind of market research did Laurie Bebout conduct before she started her new business?
2. Do you agree that a good market research really pays for a new jobber?
3. What is SBA?

Making Market Research Pays

Laurie Bebout made a **dramatic** career change: She **quit** her job as a nuclear-safety engineer to run a door-to-door **advertising business**. Why? Because a year ago, in a moment of **frustration**, an idea was born — an idea that Bebout has since devoted weekends and evenings to researching.

When Bebout, 34, and her husband moved to Paducah, Kentucky, she was **annoyed** to discover that **coupons** were not delivered in the mail. Bebout wanted to get coupons without having to buy a newspaper, so she turned her complaint into a business **concept**. The new businessperson founded Precision Advertising **Distribution** to



deliver ads. and coupons to doorsteps.

Turning her dream into a reality hasn't been as easy as coming up with the **initial** idea.

Bebout started her market research by searching the Internet to get ideas from other companies providing the same type of service. Her web research showed she'd have no competition for a door-to-door advertising business in Paducah. Bebout also used the Internet to pick up distribution **tactics** such as street **intercepting**, or standing on streets and handing out advertising material. "I love the Internet," Bebout says, "I got at least 50 percent of my information off the Web."

Bebout also relied heavily on contacts she made through friends and the SBA. These contacts provided assistance that Internet research couldn't offer. Early on she met with a woman at the SBA who gave her **vital** information about how to write a business plan as well as some much-appreciated **inspiration**. "I was coming out of a male-**dominated** engineering environment, and it was amazing to meet with an intelligent business woman in a position of authority. The experience helped me know I could do it."

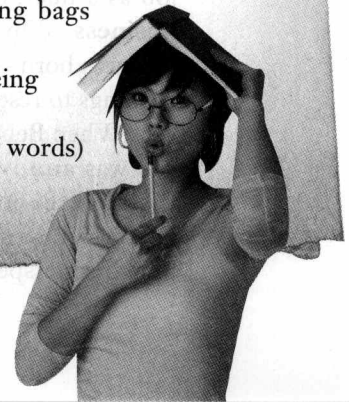
When she connected with local business owners, Bebout confirmed the need for more advertising companies: area car dealers had **boycotted** the local newspaper for what they considered high advertising rates. Through her conversations around town, Bebout also learned she **was qualified for** a special government **loan** programme available to business owners in towns in need of economic stimulation. Because she was basing her new company in Paducah, Bebout qualified for a \$50 000 loan.

Of all her contacts, Bebout's husband proved to be one of the most useful. Through his own online search, her husband discovered information about income, education, and homeowner conditions for the different neighbourhoods in Paducah. Now he combines this information with some software to help his wife offer targeted advertising to her clients — and this helps make Precision Advertising Distribution different from the competition.

Because of her thorough market research, Bebout was able to finish her business plan, get **funding**, and send her first four employees walking door-to-door with her advertising bags within a matter of months.

Despite all the hard work, Bebout concludes, "Being my own boss is the best thing in the world."

(470 words)



Words and Expressions

Laurie Bebout 劳丽·贝布

dramatic /drə'mætɪk/ *a.* 戏剧性的quit /kwɪt/ *v.* 放弃, 退出

advertising business 广告业务

frustration /frʌ'streɪʃən/ *n.* 挫折, 失败

Paducah 帕杜卡

Kentucky /kən'tʌki/ *n.* (美国) 肯塔基州annoy /ə'nɔɪ/ *v.* 使苦恼, 烦扰coupon /'ku:pən/ *n.* 赠券, 优惠券concept /'kɒnsept/ *n.* 概念, 观念distribution /,dɪstrɪ'bju:ʃən/ *n.* 分发, 发送initial /ɪ'nɪʃəl/ *a.* 最初的, 开始的tactic /'tæktɪk/ *n.* 策略, 战略intercept /,ɪntə'sept/ *v.* 拦截, 拦住vital /'vaɪtl/ *a.* 重要的, 关键的inspiration /,ɪnspə'reɪʃən/ *n.* 灵感dominate /'dɒmɪneɪt/ *v.* 支配, 占主导地位boycott /'bɔɪkɒt/ *v.* 联合抵制

be qualified for... 有... 的资格

loan /ləʊn/ *n.* 贷款funding /'fʌndɪŋ/ *n.* (政府等提供的) 资金, 专款

Activity 2 Fulfil the Following Tasks

Task 1 Complete the outline with the information from the passage.

Making Market Research Pays

Laurie Bebout:

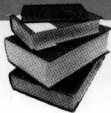
1. A former nuclear-safety engineer
2. Now the boss of a door-to-door a. _____

Bebout's b. _____:

3. Searching the c. _____ for information
4. Getting assistance from d. _____ and e. _____
5. Talking with f. _____

Benefits from her market research:

6. Finishing her business plans
7. Getting g. _____
8. Sending employees walking door-to-door with h. _____
within a few months



Task 2 Match A with B.

A

- ① 戏剧性变化
- ② 网络搜索
- ③ 广告费用
- ④ 商业概念
- ⑤ 市场研究
- ⑥ 权利地位
- ⑦ 分销策略
- ⑧ 政府贷款项目
- ⑨ 门对门广告业务
- ⑩ 企业主

B

- a position of authority
- b door-to-door advertising business
- c dramatic change
- d distribution tactics
- e government loan programme
- f business owner
- g online search
- h market research
- i business concept
- j advertising rate

Task 3 Fill in the blanks with the right words or phrases. Change the form where necessary. There are more words or phrases than you need.

quit frustration devote... to initial base
dominate dramatic complaint qualify for advertising business

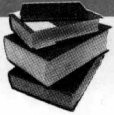
1. As a former nuclear-safety engineer, Laurie Bebout came from an engineering environment _____ by males.
2. _____ of one kind or another is almost inevitable in one's career.
3. The new company established by the two college graduates _____ in the suburbs of the city.
4. We're at the _____ stage of the marketing programme. A lot of tasks need to be done.
5. Laurie Bebout _____ almost all her spare time _____ researching the new business idea.
6. _____ changes took place with many company during the financial crisis.
7. I work in the After-Sales Service Department, which takes charge of all the _____ from our customers.
8. As a newly-arrived accounting graduate, I was not sure if I _____ the financial project of the company.

Activity 3 Make a Survey

Interview 10 people for their opinions or options and fill in the questionnaire below.

Green Purchasing Survey for Organizations and Individuals

1. Does your organization / Do you purchase any environmentally preferable products?
If so, what are these items?
A. Yes Items: _____
B. No Why? _____
2. Does your organization / Do you consider environmental factors during purchasing?
If so, what are these considerations? (Examples: recycled contents, durability, reduced packaging materials, toxicity etc.)
A. Yes Considerations: _____
B. No Why? _____
3. Does your organization / Do you consider cost a prime factor in green purchasing?
A. Yes B. No
4. Is your organization / Are you willing to pay more for green products?
A. Yes How much more are you willing to pay? _____ %
B. No Why? _____
5. Does your organization / Do you find it difficult to source environmentally preferable products?
A. Yes Difficulties: _____
B. No Why? _____
6. Will your organization / you be interested in receiving one-stop assistance on green purchasing and information on environmentally preferable products?
A. Yes B. No
7. Will your organization / you consider practising green purchasing if there is a comprehensive database of environmentally preferable products?
A. Yes B. No
8. Does your organization / Do you think the Government should lead green purchasing?
A. Yes B. No
9. Does your organization / Do you consider the Government should take a stronger role in promoting green purchasing? If yes, in what ways? (Example: offering tax concession)
A. Yes Ways of promotion: _____
B. No Why? _____



10. What assistance does your organization / do you consider useful in promoting environmentally preferable products? You can select more than one item:
- A. Green products database for public access
 - B. Opportunities to contact environmentally responsible organizations
 - C. The Government's commitment to purchasing a certain percentage of environmentally preferable type
 - D. Others _____

Activity 4 Write a Report

Write a report based on the information you get in Activity 3.

Activity 5 Translate a Paragraph

Translate the following into Chinese. Use a dictionary if necessary.

The first step in any survey is deciding what you want to learn. The goals of the project determine whom you will survey and what you will ask them. If your goals are unclear, the results will probably be unclear. Some typical goals include learning more about:

- The potential market for a new product or service
- Ratings of current products or services
- Employee attitudes
- Customer / patient satisfaction levels
- Reader / viewer / listener opinions
- Association member opinions
- Corporate images

These sample goals represent general areas. The more specific you can make your goals, the easier it will be to get usable answers.

Section 2 Exploration: Reading Skills

命题意义 (Propositional Meaning)

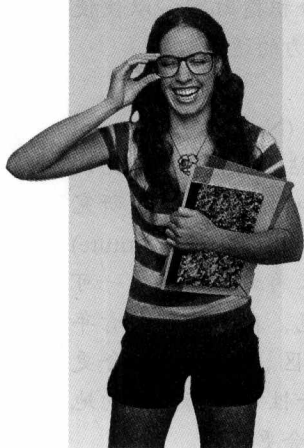
命题意义即小句或句子的意义，也称句子意义 (sentence meaning)。要了解句子的意义就是要了解该句所要表达的意思，包括 what、who、where、when、how 等因素。以下几个句子结构不同，但命题意义相同：

Her colleagues regard her as being less than bright.

She is regarded as being less than bright by her colleagues.

She strikes her colleagues as being less than bright.

换言之，上述句子都可以用来阐释 (paraphrase) 各自的命题意义，因而阐释就成为我们正确理解句子命题意义的有效手段。



Practice:

Read the following sentences carefully and paraphrase them without changing their propositional content.

1. Bebout started her market research by searching the Internet to get ideas from other companies providing the same type of service.

2. Turning her dream into a reality hasn't been as easy as coming up with the initial idea.

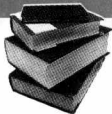
Section 3 Preparation: Career Previewing

Sex Ratios and Market Bubbles

性别比例与市场泡沫

Chinese parents' preference for sons may have also contributed to the U.S. housing and credit bubbles, new research suggests.

一项最新研究显示，中国父母们重男轻女这一倾向可能对美国的住房和信贷泡沫起了推波助澜作用。



In an effort to explain why this happened, then-Fed Gov. Ben Bernanke in 2005 identified a “global savings glut”. Developing countries — China in particular — were saving more. Those savings were getting put into long-term debt, pushing interest rates lower.

Bernanke’s explanation for the savings glut in the developing world was that the financial crises of the 1990s had convinced countries that they needed to hold more cash in reserve. In 2007, Chinese household savings as a share of disposable income was 30%, up from 16% in 1990.

One possible reason for the jump in savings: Families with boys are accumulating wealth to make their sons more attractive matches.

In a paper recently posted to the National Bureau of Economic Research’s Web site, economists Wei Shangjin, at Columbia University’s Graduate School of Business, and Zhang Xiaobo, at the International Food Policy Research Institute, offer evidence why this might be so. They find that in areas where the male-to-female sex ratio for young Chinese is high, savings rates are higher, too. And they find that households with sons save more in high male-to-female sex ratio regions.

“While the paper focuses on evidence from some areas in China, the basic mechanism can in principle be applied to other countries and regions in other parts of China,” the economists note. “Indeed, other economies known to have a strong sex ratio imbalance include Korea, Taiwan, Hong Kong, Singapore, and India. These countries and regions also happen to have high savings rates.”

时任美国联邦储备委员会主席的本·伯南克在2005年提出了“全球储蓄过剩”这一说法，以解释美国经济的上述现象。发展中国家——特别是中国——的储蓄率正在提高。这些储蓄资金被用来投资长期债券，从而压低了利率水平。

伯南克对发展中国家储蓄过剩的解释是，上世纪90年代的金融危机使这些国家相信，他们需要储备更多的现金。2007年，中国家庭的储蓄额占家庭可支配收入比例从1990年的16%提高到30%。

中国家庭储蓄率大幅跃升的一个可能原因是：有男孩的家庭纷纷积攒财富，以便使自己的儿子成为更具吸引力的适婚对象。

美国国家经济研究局 (National Bureau of Economic Research) 的网站最近刊登了哥伦比亚大学商学院的魏尚进和国际粮食政策研究所 (International Food Policy Research Institute) 的张晓波这两位经济学家的文章，对这一可能提供了证据。他们发现，在中国那些青年男女性别失衡比高的地区，储蓄率也会更高。他们还发现，在男女性别失衡比高的地区，有儿子家庭的储蓄率会更高些。

这两位经济学家写道：虽然他们的研究报告主要提供的是从中国某些地区收集的证据，但研究结论原则上也可适用于其他国家和中国其他地区。他们说，韩国、中国台湾、中国香港、新加坡和印度等男女性别比明显失衡的经济体碰巧也有很高的储蓄率。

Group Discussion:

What do you think of the statement that Chinese parents' preference for sons may have also contributed to the U.S. housing and credit bubbles?



Section 4 Appreciation: Listening and Reciting

Listen, read aloud and recite.


The First Snow

The first snow came. How beautiful it was, falling so silently all day long, all night long, on the mountains, on the meadows (草地), on the roofs of the living, on the graves of the dead! All white save the river, that marked its course by a winding black line across the landscape; and the leafless trees, that against the leaden (铅灰色的) sky now revealed more fully the wonderful beauty and intricacies (盘结交错) of their branches. What silence, too, came with the snow, and what seclusion (宁静)! Every sound was muffled (蒙住), every noise changed to something soft and musical. No more tramping hoofs (马蹄声), no more rattling wheels (车轮声)! Only the chiming of sleigh bells (雪橇铃声), beating as swiftly and merrily as the hearts of children.

Unit 2

Making a Presentation

Language Skill Description

 In this unit, you will:

1. read more about how to make an effective presentation;
2. practise a new reading skill: *Contextual Meaning*;
3. develop career awareness: *How to Create a Product Presentation*;
4. practise reading aloud: *Youth*.

Section 1 More Things to Do

Activity 1 Read More About Making Presentations

1. What kind of pictures do we often use while making presentations?
2. What's the use of diagrams in making a presentation?
3. What should you pay attention to while making a presentation?

Making Presentations with Pictures

In the age of information, the business world struggles to present information in a rich, powerful, and **stimulating** manner. When presenting information to a conference room full of business professionals, we **are eager to** first obtain, and then **retain** their attention. This can be achieved through pictures, such as bar charts, bar graphs, diagrams, and tables etc.

Bar charts and bar graphs can offer a simple, but meaningful representation of the information you are trying to **relay** to your audience. Bar graphs can leave a more lasting impression in the minds of your audience than a **slide** when offering a **comparison** of