

山东省高校统编教材

21世纪

高阶英语

| 农水类 |


● 山东省教育厅 主编 ●

石油大学出版社

序

随着知识经济和信息时代的到来,以及我国加入 WTO 的临近,外语作为一门重要的工具日益凸现出它的重要地位,外语教学改革已经引起广泛的社会关注,应当说,这方面大量广、学时多、周期长的重要基础课倾注了几代人的心血。特别是 20 世纪 80 年代中期,国家教委针对我国改革开放的新形势,对这门课程进行了大力度的调整,颁布了新的教学大纲,实行分级教学,举行全国四、六级统一考试。《大纲》实施十几年来,虽取得了突出的成绩,但与社会发展对人才的需求相比仍有不小的差距。无论从教学的现状还是从教学的结果来看,确实存有不少的问题亟待解决。我们注意到:1. 基础阶段的英语教学仍未能完全把提高学生的英语应用能力放在正确的位置。2. 基础阶段结束后,高年级的英语教学处于一种无序甚至中断的状态。其结果是既难于真正完成并巩固基础阶段的教学成果,也难以如期顺利地进入专业英语阶段的学习。显然,大学英语“上台阶”的困难较大,不利于教学改革的进一步深化。

我们认为,把大学英语这门课程整体向前推进的措施在于改革教学体制,对现有的大学英语教学体系进行调整,在大学三年级仍然要进行大学英语教学,设立三年级大学英语教学单位,设必修课,明确划归大学英语教学序列,开展基础和专业二者之间过渡阶段的英语教学。从实践中我们也发现基础英语和专业英语不能直接“对接”,二者之间必须建立“引桥”方可顺利地到达彼岸。于是,我们开展了



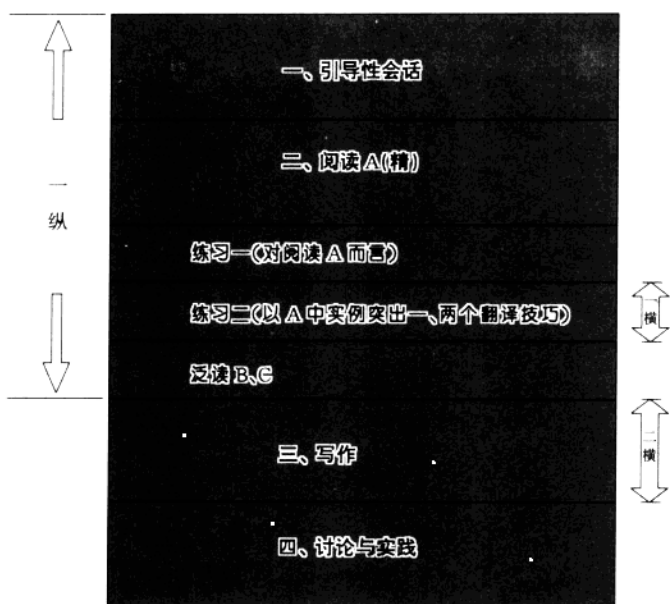
“大学英语三段式序列教学方案”的研究,即大学英语基础阶段(一、二年级)→大学英语提高阶段(三年级)→专业英语实践阶段(四年级)。应当说,三年级提高阶段的英语教学是大学英语教学序列中关键的一环,也是解决大学英语“四年不断线”的重要措施。

三年级的英语教学是承上启下的重要阶段。为帮助学生实现顺利过渡,我们把三年级提高阶段又细分为两个阶段:三年级上学期为粗放提高阶段,编写通用提高教材一部,供各专业学生共同使用,目的是巩固前期基础英语阶段的学习成果,并在下述三方面向前推进:1. 提高日常口语会话能力;2. 提高基础英语写作水平;3. 加强阅读能力的培养。三年级下学期为集约提高阶段,编写分类教材四部,即人文类、经贸类、理工类、农水类各一部,供各专业及相近专业使用,目的是快速把学生带入各自专业的门坎内,并在下述四方面大强度进行训练:1. 英语情景会话;2. 高级英语写作;3. 翻译技巧;4. 准专业英语阅读。通过三年级的学习,以期使学生在有限的时间内,听、说、读、写、译等方面均获得较强的应用能力。

《21世纪高阶英语》就是为上述目的而编写的一套系列教材。教材编写的指导思想有三:1. 突出三个空间。教材给教师留有充分发挥的空间,避免教师照本宣科满堂灌;教材给学生留有充分思考的空间,避免学生沦为教材的奴隶;教材给学生留有充分实践的空间,希望学生动手查阅相关资料、积极主动地进行学习。2. 创立“特区”。教材的编写一切从实际出发,一切从效果出发,一切从提高学生应用能力出发。编写的教材力求有所突破。如写作三部曲:①范文;②点评;③摹写。翻译技巧则采取了实例归纳法。3. 指导教与学。编写的教材力图改变以教师为中心的教学模式,扭转学生“等、靠、要”的学习习惯,如引导性会话环节,教师课前必须充分进行设计,学生也必须查阅资料,认真准备,不然教学就难以进行。

集约提高阶段的四部教材结构相同,但内容各异。其单元结构示意图如下:

三年级提高教材单元结构示意图



每单元后都有“讨论与实践”，但这只是建议，不作具体设计，供教师根据各自教学及学生实际，结合内容自行处理。

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Unit 1 Agricultural Economy and Management



Guided Speaking	Guided Reading	Translating Practice	Writing Practice
1. Dialogue 2. Role-play	Passage A: Take Care of Your People, or Someone Else Will Passage B: Sharing the Land Passage C: Yield Mapping	Diction and Extension	Certificates

Part One Guided Speaking

◎ Dialogue

A: What's the difference between an executive, a manager and an administrator?

B: To tell you the truth, I don't really know. I think these words are used interchangeably so often that they really aren't different in many companies.

A: How about in your company?

B: In my company, the top officers are called administrators. The next highest group—the vice presidents, major department heads and branch plant managers—are executives. Like my boss.

A: And below that?

B: The group below—general managers, office managers—are called managers.

A: The important thing to remember is that an organization has a number of positions and some people have more authority than others.

B: That's right.



- A: But I'd like to know more about what an executive like your boss does.
- B: I would say that he makes a lot of important decisions—setting objectives, coordinating work, delegating authority, hiring and firing, evaluating and just generally leading.
- A: It sounds important.
- B: It is important. It seems to me that making careful decision is the basis of good management.
- A: But, do you work under much pressure?
- B: You know I'm used to working under pressure from my last job. And I'm also used to lots of paper work and red tape.
- A: That's true.
- B: But more importantly, I think my boss here is very competent, and I feel I can learn a lot.
- A: Would you explain what span of control is?
- B: Sure, span of control refers to the number of people that someone manages directly.
- A: Give me an example.
- B: All right. In our company, the president directly manages the vice president of production, the vice president of marketing and the comptroller. So his span of control is three people.

◎ Role-play

Directions: Work in groups of five or six to have a role-play based on the following situation.

The president of a large corporation has just been removed from office by the board of directors due to ineffective leadership, and a screen committee has been set up to select a new president among the candidates. Suppose you are the vice president of production (marketing, comptroller, etc.) and plan to compete for the position. State your advantages before the screen committee and be ready to answer questions raised.

Part Two Guided Reading

◎ Passage A

Take Care of Your People, or Someone Else Will

Tips for maintaining good company / employee relations

By Michael McKinley

1. When most business people describe their company, they begin by talking about product or services.

2. Next, they provide a litany of sales figures and discuss how they survived the ups and downs of the marketplace. Then comes a lengthy description of their computer system, the latest engineering project, or the new phone system with all its bells and whistles.

3. Very seldom does anyone describe a business in terms of people. Yet without people, there are no products, services or sales, and no need for computers, projects or a phone system.

4. In this competitive world, businesses need to work harder to help their staff members grow personally and professionally. They need to take care of their people—or risk losing them to competitors who will.

5. Employees recognize quickly if the leadership at their company is committed to developing educational needs to help them offer service that exceeds customer expectations. Investing time and money to accomplish this is not only prudent but sets the tone for daily activity. It has a direct bearing on quality, service, and ultimately, the bottom line.

6. So how do companies help their people grow personally and professionally? How can they help committed professionals, including engineers, maintain a balance between work and home? How do employers encourage their people to want to come to work rather than feel “they’ve gotta” come to work?

7. To answer these questions, engineers and others must understand that although work needs seem simple, meeting those needs is often complicated. This becomes evident when considering some of these needs, which include:

- Providing interesting work that brings out a person’s best. This supports a move away from the assembly line mentality toward cross-training and work teams.

- Appreciation by co-workers and supervisors. People can never be thanked enough for their contributions, provided the gratitude expressed is sincere.

- Competitive pay and flexible benefit. Wages should be good, but don’t necessarily have to be top of the line to attract and keep quality employees; money is only one form of compensation for work.

- A positive environment with open communication. Nonjudgmental, nonthreatening and safe work conditions go a long way toward maintaining loyalty and morale.

- A challenging workplace where personal and professional growth is encouraged. Lifelong learning has become the norm and a necessity for businesses aiming to compete in the global market.

- An organization that “lives” its mission to customers and employees. Saying means doing or integrity becomes questionable.

- Feeling “in” on things and having the proper materials and equipment to do the job correctly. Employees don’t like surprises when it comes to their work. The more they can be part



of decisions, the better they will feel about them and the better they will perform.

• Help with personal problems and a “family-friendly” attitude from the company. There is no denying that family issues affect work. Companies that work with, rather than against, employees with special difficulties build dedicated teams.

8. Organizations sometimes neglect to respond even to some of their people’s basic human needs. Most people want to belong. They enjoy a job that is not only challenging, but also fun.

9. It is unrealistic to think a job can be fun all the time. But there are ways employees can feel that their work culture is fun-friendly. A few ways to change a “sour” organization into a more enjoyable one include these ideas:

• Birthday parties: The second most important thing to a person (their name is first) is their birthday. Some organizations celebrate birthdays individually, while others plan a once-a-month event.

• Summer picnics or holiday get-togethers: These events are important ways for companies to bring employees and their families together to celebrate the progress they have made and to help them get to know each other in a relaxed environment.

• Team-building exercises: Putting people through a competitive exercise always seems to lift their spirits. Olympic or athletic events are popular along with any activities that help people understand the organization and work better together.

• Humor breaks: This structured, organization-wide occurrence has groups of people stop what they are doing for five minutes once or twice a day to exchange appropriate jokes, humorous stories or cartoons.

• Food breaks: These can be done on a company-buy policy or a potluck. People are always excited about food and “surprise food” is a good way to reward people for a job well done or to relieve stressful activity.

10. Meeting these needs can be complicated, because today’s businesses and workers are constantly bombarded with change. Change is the most difficult fear to overcome. How organizations help people adapt to change is important to growth and retention.

11. For example, is change typically “shoved down people’s throats” or is it recognized as a continuum? Do employees, managers and owners work in teams to help each other through the changes at hand?

12. Besides the company itself successfully dealing with change to meet employee needs, it can also promote a team approach. This can engender feelings of respect among team members, who begin to help each other meet individual needs.

13. Along with change often comes a questioning of the company’s mission. More and more people have trouble believing and understanding their organization’s focus for the future. They need a reason for doing what they do. When a business’s goals blend with staff’s individual goals, productivity and loyalty soar.



14. A distinct improvement in an organization's environment occurs if its direction is relievable to staff, its progress is tracked and results are communicated among the group. Employees want to communicate with company owners, managers and co-workers. Very few complain about receiving too much communication at work.

15. When there is a lack of clear communication, it leaves a void for the "rumor mill" to fill in. Owners and managers should provide timely status reports on where the business is regarding its "journey" and allow employees to question that journey. Once this happens, employees will assume more responsibility for themselves and their actions.

16. Many organizations flat out do not allow questioning the journey. Some leaders believe that people should never question decision-making procedures, customer beliefs or information about the organization.

17. This refers to the idea that there are smart questions (SQ) and dumb questions (DQ). Often it's hard to tell the difference. Sometimes SQ turn out to be dumb, and DQ are the smartest after all.

18. But the question is not the problem. It is the threatening environment surrounding the questioning that often haunts businesses. Management should realize that employees accept more ownership of their work if questions are allowed and encouraged.

19. Perhaps open discussions spurred by questioning will encourage employees to develop time-and money-saving ideas. When that begins to happen, real progress in growth can occur.

20. Taking care of staff can create "authorized personnel" in businesses. As the sign above states, "There's no room for 'bozos' anymore." Business leaders should heed the warning and care for their valued people—before it's too late.

New Words

litany[◆] [ˈlɪtəni] *n.* 1. 枯燥冗长的陈述 2. 应答, 祈祷

prudent[◆] [ˈprʊdənt] *a.* 审慎的; 小心谨慎的

mentality[◆] [menˈtælɪti] *n.* 心态; 思想方法

compensation[▲] [ˌkɒmpenˈseɪʃən] *n.* 补偿; 赔偿

nonjudgmental[◆] [ˌnɒn,dʒʌdʒˈmentəl] *a.* 客观的, 不偏不倚的

morale[◆] [məˈrɑ:l] *n.* 士气; 斗志

integrity[▲] [ɪnˈtegrɪti] *n.* 1. 正直; 诚实; 诚恳
2. 完整; 完全; 完善

cartoon[▲] [kɑːˈtu:n] *n.* 1. 漫画; 幽默画 2. 动画片

potluck[◆] [ˈpɒtˈlʌk] *n.* 便饭

bombard[◆] [bɒmˈbɑ:d] *vt.* 炮击; 轰击

retention[◆] [riˈtenʃən] *n.* 保留; 保持

shove[▲] [ʃʌv] *vt.* 1. 乱塞 2. 挤; 乱推

continuum[◆] [kənˈtɪnjuəm] *n.* 1. 连续性; 绵延
2. 连续体

engender[◆] [ɪnˈdʒendə] *v.* 产生; 养成

productivity[▲] [ˌprɒdʌkˈtɪvɪti] *n.* 生产力; 生产率

reliable♦ [ri'li:vəbl] a. 感到宽慰的,使……放心的	想、回忆等)萦绕在心头,缠绕
void▲ [vɔɪd] n. 1. 真空;空白 2. 空虚感;寂寞感 a. 无效的;缺乏的	spur▲ [spɜː] vt. 激励;鞭策;促进
haunt▲ [hɔ:nt] vt. 1. 使苦恼,使担忧 2. (思想、回忆等)萦绕在心头,缠绕	bozo♦ ['bɔuzəʊ] n. [俚语](尤指四肢发达、头脑简单的)人,家伙;笨蛋
	heed♦ [hi:d] vt. 注意到

Expressions

set the tone for 为……定基调	(意见、观点等);强行向某人灌输
have a bearing on 与……有关系	blend with 与……融洽
bottom line 底线;结果	rumor mill 谣言工厂
assembly line mentality 流水作业线心态	flat out 用全速
shove down people's throats 强迫某人接受	

Exercises

Ex.1 Directions: Read the text and then fill in the following blanks to finish the outline.

- To help employees grow personally and professionally, companies should try to meet their work needs which include:
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
- There are certain ways to create a fun-friendly work culture for employees:
 - _____
 - _____
 - _____
 - _____
 - _____
- A distinct improvement in an organization's environment occurs if its direction _____, its progress _____ and results _____.

