

● 总主编 王云霞

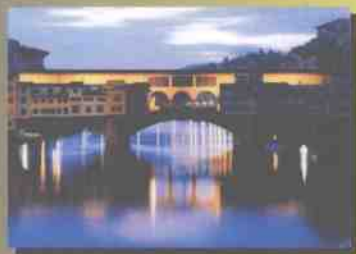
# 高职高专 英语拓展教程

主编 蒋爱萍

第 1 册

● 苏州大学出版社

# 高职高专 英语拓展教程



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# 高职高专英语 拓展教程

## 第1册

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副主编：杨善江  
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《第1册》为《高职高专英语拓展教程》

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## 前言

《高职高专英语拓展教程》是由常州纺织服装职业技术学院和常州工程职业技术学院等院校的具有丰富教学经验和教学理论素养的骨干教师,在充分调研和本校试用的基础上,共同开发的一套综合性拓展教材,适用于全国高职高专院校非英语专业教学或自学。整套教材分为第一册和第二册,由常州纺织服装职业技术学院的王云霞担任总主编,负责总体策划、设计和通稿工作。蒋爱萍和朱春娟分别为第一、二册的分册主编,杨善江和侯志燕分别为第一、二分册的副主编。美籍专家 Jerry Barthelomeow 博士审阅全书初稿,并提出了宝贵的修改意见,确保了本教材语言的纯正、地道。

《高职高专英语拓展教程》在策划和编写过程中,吸收了目前国内主流高职高专英语教材编写的精华,体现了英语教学改革的最新成果,以高职高专人才培养目标为导向,以“实用为主、够用为度”为大方向,以提高英语语言应用能力为根本目的,坚持“打好语言基础和培养语言应用能力并重,强调语言基本技能的训练和培养实际从事涉外交际活动的语言应用能力并重”的原则,将基础英语与职业英语教学有机结合。整套教材编写与时俱进,彰显如下特色:

◆ 注重培养听说能力。本教材根据高职高专英语教学内容和课程体系改革的要求,以功能、交际为主线,侧重提高学生英语实际应用能力,尤其是听说能力。将听说题材与单元模块主题保持一致,听说内容选材与学生生活和社会生活息息相关,语言地道,真实鲜活。听说能力训练贯穿于单元和课程始终。

◆ 体现职业性。本教材在关注英语语言基础知识和基本技能训练的同时,较好地体现了职业性和“语言为专业服务”的公共英语教学的崭新理念。所有选材力求贴近生活与涉外业务交际场景,紧扣学生专业方向,考虑学生未来工作、学习和交际需要,视角触及面广,着眼于提高学生的职业技能和素质。

◆ 突出“拓展”(extension)功能。拓展性是本教材优于其他传统教材的根

本特点。本教材采用先进的教学理念,遵循建构主义教学理论和“输入——转换——输出”的语言习得内化规律,按照“大量的可理解性的输入可促进有效输出”的语言学习原则,把语言的结构和语言功能融合为一体,并力求找到“输入”与“输出”的最佳平衡点。通过场景的复现与逼真的演练,横向拓展单元主题覆盖面。通过选材中中外文化信息的渗透,纵向拓展学生的人文素养。“拓展性”贯穿于听、说、读、写、词汇、语法、练习等各模块设计之中,既有利于教师课堂教学延伸和实际情况的选用,也有利于学生自主学习以及能力拓展,还有助于调动学生课外更深入、更广泛的继续学习与自主探究活动的积极性。

◆“教、学、练、考”四位一体。本教材的另一突出特色是任务式教学活动设计,以单元模块交际情景和话题为参照,将课堂教学与社会真实活动、语言学习以及交流通过“任务”的形式融合在一起,“任务”形式追求多样化,“任务”题材突出多样性,“任务”内容凸显趣味性,完成“任务”的途径体现开放性。教材设计有利于实现课堂教学互动和学生知识与能力的自主建构。课文阅读理解、实用写作训练与课后练习等设计紧贴全国高校英语应用能力考试(Pretco)的实际需要,追踪考试要求,巧妙设计练习题型,有助于学习者通过学习本教程顺利通过高等学校英语应用能力A、B级考试。教程“拓展”性内容与能力训练还有利于基础较好的同学通过大学英语四级考试(CET-4)。

本教程在编写过程中还得到苏州大学出版社等多位编辑和常州纺织服装职业技术学院和常州工程职业技术学院的有关部门领导和外籍专家的大力支持和帮助,在此一并对他们表示衷心的感谢!

由于编者水平有限,本教材编写虽几易其稿,疏漏和不妥之处在所难免,恳请专家和读者批评、指正。

编者

2009年8月

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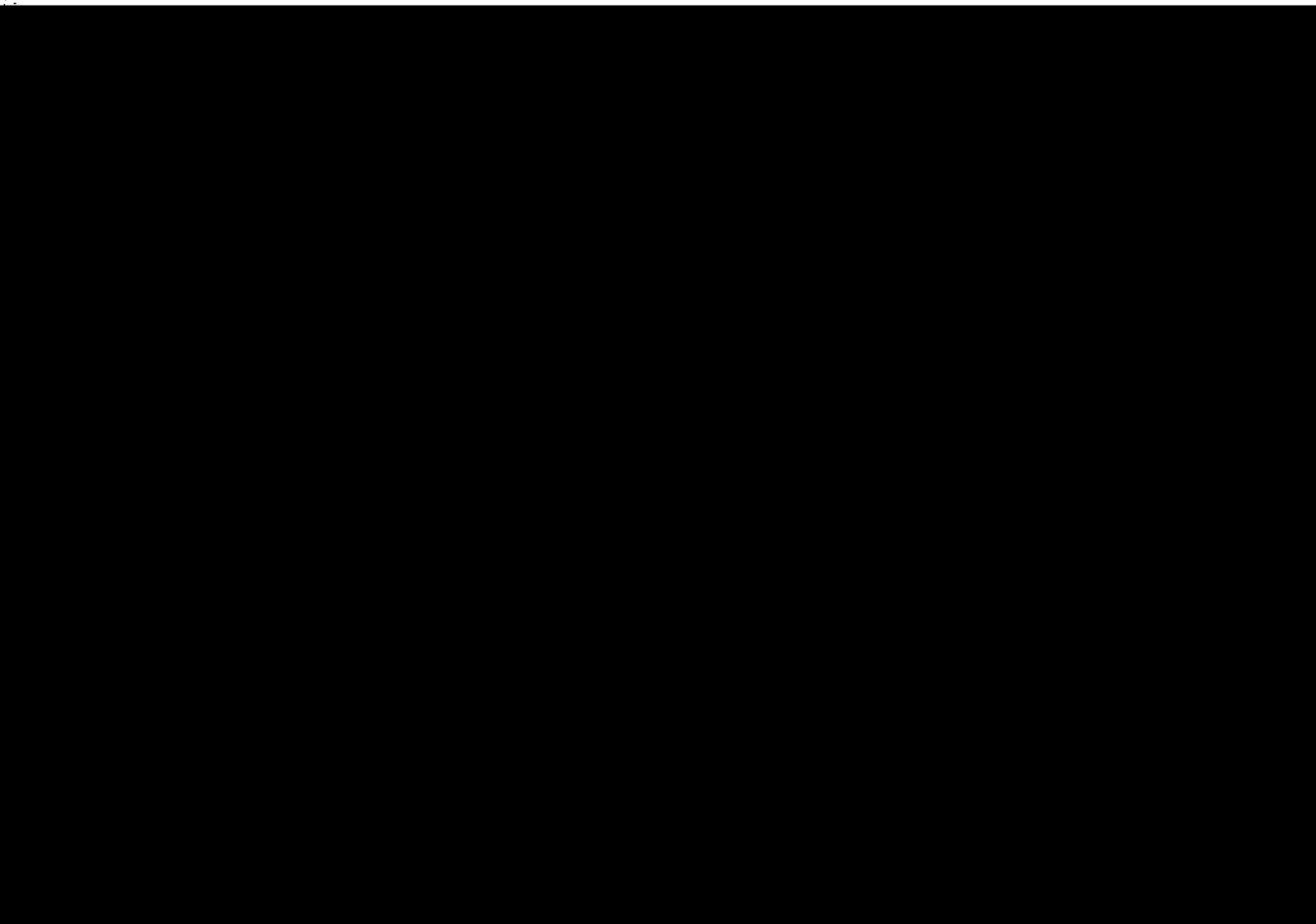
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# Unit One

## Dreams

### Part One Listening and Speaking

#### 1. Think about the following questions and get ready to listen and speak.

1. Where are you from? Describe your hometown.
2. Where do you live now? Describe the street /village where you are living.
3. What's your major? /What are you majoring in?
4. Which department are you from?
5. How many members are there in your family?
6. What's your father's/mother's job?



#### Mini-dialogues

1. A: Excuse me. May I have your name?  
B: Karen Anderson. Just call me Karen, please.  
A: Yes. Nice to meet you, Karen.  
B: Me, too.
2. A: May I know where you are from?  
B: Changzhou, China.  
A: Where is it?  
B: It's in Jiangsu Province, pretty close to Shanghai.
3. A: Hello, I'm Zhang Hua.  
B: Hi, I'm David. Glad to meet you, Zhang Hua.  
A: Glad to meet you, too. Are you a new student here?  
B: Yes, I'm a freshman.
4. A: Have you met my friend Michael, David?  
B: No, I don't think so.  
A: OK, this is Michael and this is David.

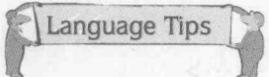
B: Nice to see you, Michael.

5. A: Excuse me. May I introduce myself? I'm Jack from America.

B: Liu Jun from Dalian, China. Glad to see you.

A: Me, too. Which department are you from?

B: I'm from Foreign Trade Department.



Language Tips

1. Just call me Karen, please. 在用英语称呼人名时,直呼其名通常表示亲切或随和,在美国,尤为如此。
2. freshman 大学、学院或中学一年级的学生。另外,sophomore, junior, senior 分别为大学、学院或中学二年级,三年级,四年级的学生。
3. Liu Jun from Dalian, China. 当别人主动介绍自己以后,你也应对自己作相应的介绍。
4. Me, too. 相当于“I'm glad to see you, too.”该句子在口语中常用来表示同意对方的观点、感受或评论等。

## II. Conversations.

### Conversation One

**Listen to the conversation and answer the following questions.**

- 1) What's the relationship between Jack and Joan?
- 2) Where is Joan from?
- 3) What is Wang Jun majoring in?
- 4) What is Joan's major?

*While Jack and Wang Jun are walking on campus, they meet Joan, one of Jack's friends.*

Jack: Hi, Joan. Glad to meet you here.

Joan: Oh, it's you, Jack. Haven't seen you for ages. How are things going with you?

Jack: Not bad. And you?

Joan: So far so good.

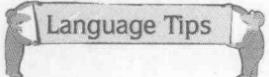
Jack: Wang Jun, let me introduce Joan to you. Joan is an old friend of mine. She's from Australia. Joan, this is Wang Jun. He's from China.

Wang Jun: Nice to meet you, Joan.

Joan: Me, too. Are you from Foreign Trade Department?

Wang Jun: Yes. I'm a marketing major. What about you?

Joan: I'm from Information Technology Department, majoring in information technology.



Language Tips

1. Haven't seen you for ages. 好久没有见到你了。此处“for ages”是夸张用语。



### Conversation Three

**Listen to the conversation and fill in the blanks with what you hear.**

accent [ˈæksənt]      n.      口音  
local [ləʊkl]      n.      当地居民

*Wang Hong and her colleague are meeting an important agent of their company at the airport.  
It's the first time they meet each other.*

Wang Hong: Hello, I'm Wang Hong from Guang Hua Company. Are you Mr Zhang from ABC Company?

Zhang Jun: \_\_\_\_\_ 1 \_\_\_\_\_.

Wang Hong: Me, too. This is my colleague, Zhu Xiaotong.

Zhu Xiaotong: Hi, nice to see you.

Zhang Jun: \_\_\_\_\_ 2 \_\_\_\_\_.

Zhu Xiaotong: I'm the secretary of the company. If you need any help, just tell me.

Zhang Jun: \_\_\_\_\_ 3 \_\_\_\_\_.

Wang Hong: Are you from Guangdong?

Zhang Jun: \_\_\_\_\_ 4 \_\_\_\_\_?

Wang Hong: By your accent.

Zhang Jun: \_\_\_\_\_ 5 \_\_\_\_\_?

Wang Hong: I'm from Beijing and Zhu Xiaotong is the local.

Zhu Xiaotong: If you would like, I can show you around the city. There are many interesting places here.

Zhang Jun: Thank you, but I am afraid that \_\_\_\_\_ 6 \_\_\_\_\_.

**III. Listen to the passage and complete the questions with words or phrases (in no more than 3 words).**



#### Questions

1. How was the traveler when he got to the country inn?

He was \_\_\_\_\_.

2. Why couldn't the traveler get near the fire?

Because the room was very \_\_\_\_\_.

3. Why did the people run out to see the horse?

Because they were curious to see a horse eating \_\_\_\_\_.

4. What did the traveler do when the people went outside?

He sat down beside the fire and \_\_\_\_\_.

5. Who ate the fish in the end?

**Part Two Reading**

framed over the fireplace." He added, "The best part of the story is that two years ago that same schoolteacher brought 30 kids to camp out on my ranch for a week." When the teacher was leaving, he said, "Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough gumption not to give up your dream."

Don't let anyone steal your dreams. Follow your heart, no matter what.

## New Words

ranch	[ræntʃ]	n.	a large farm where certain animals are bred 牧场
fund-raising	[fʌnd'reɪzɪŋ]	a.	collecting money for a particular purpose 筹款的
continually	[kən'tɪnjuəli]	ad.	without stopping; repeatedly 不停地;一再地
interrupt	[ɪntə'rapt]	vt.	to break the continuity of (sth) temporarily 暂时中断或中止(某事物)
diagram	['daɪəgrəm]	n.	a drawing or plan that uses simple lines rather than realistic details to explain or illustrate a machine, structure, process, etc. 图解;图表;示意图
detail	['di:teɪl]	n. vt.	a small, particular fact or item 细节,详情 to list sth fully, item by item; to describe sth fully 逐项列出;详述某事物
acre	['eɪkə]	n.	a unit for measuring an area of land, 4 840 square yards or about 4 050 square meters 英亩(等于4 840平方码或约4 050平方米)
unrealistic	[,ʌnrɪə'lɪstɪk]	a.	not realistic, unpractical 不切实际的,不现实的
realistic	[,rɪə'lɪstɪk]	a.	based on facts rather than on sentiment or illusion; practical 实事求是的;实际的
resource	[rɪ'sɔ:s]	n.	a thing that can be turned to for help or support when needed 必要时可给予帮助或支持的事物
		n.	[C, usu. pl 通常作复数] a supply of sth that a country, an organization or a person has and can use, especially to increase wealth 资源
reconsider	[,rɪ:kən'sɪdə]	vt.	to consider (sth) again, esp. to change an earlier opinion, decision, etc. 重新考虑(某事物)
fireplace	['faɪəpleɪs]	n.	open space for a fire in a room, usu. made of brick or stone and set into a wall 壁炉
gumption	['gʌmpʃən]	n.	the intelligence needed to know what to do in a particular situation 机智;老练



## Useful Expressions

go back to	to return to an earlier point in space or time (在空间或时间上)回到先前某点
as a result	effect or outcome of sth 结果
a great deal of	much; a lot of 很多,大量
hand in	to bring or give sth; to offer or submit sth 提交或呈交某物
make up one's mind	to come to decision 作出决定,拿定主意
turn in	to give back sth; to return sth 交还某物
something of a	to some degree 达到某种程度
give up	to abandon an attempt to do sth 放弃

### Language Tips

- I have a friend named Monty Roberts who owns a horse ranch. 我有一个朋友名叫蒙迪·罗伯兹,他有一个牧场。  
这个句子中有两个定语,一个是 named Monty Roberts,修饰 a friend,另一个是 who owns a horse ranch,修饰 Monty Roberts。
- On the front page was a large red F with a note that read, 'See me after class.' 首页上是一个大红 F 并写道, '下课后见我。'  
这是一个倒装句。因为作主语的短语 a large red F with a note that read, 'See me after class.' 很长,为避免头重脚轻,将作表语的短语 on the front page 前置。
- ... and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings. 他甚至画了一个 200 英亩大的牧场示意图,注明了所有建筑的位置。  
showing the location of all the buildings 是现在分词短语,在此作状语。
- When I was a teacher, I was something of a dream stealer. 当我做老师的时候,我可以称得上是一个偷取梦想的人。  
something of a 达到某种程度。例如:  
She found herself something of a celebrity. 她意识到自己已小有名气了。  
I'm something of an expert on antiques. 我对古董略有研究。
- Follow your heart, no matter what. 坚持你的梦想,无论发生什么。  
完整句是: Follow your heart, no matter what may happen.

## After-reading exercises

**I. Decide whether the following statements are true or false according to the text.**

- Monty Roberts let the writer use his house in order that he could make some money.

2. Monty Roberts told a story of a young man who trained horses from farm to farm.
3. When Monty Roberts was in high school, he was asked to write a paper about his dream.
4. Monty Roberts wrote in detail about his dream of being an owner of a horse ranch.
5. The next day when Monty Roberts handed in his paper, his teacher thought highly of it.
6. Monty's father persuaded him to give up his dream.
7. The second time Monty Roberts handed in the same paper without making any changes.
8. Finally Monty Roberts realized his dream, owning a 200-acre horse ranch and a 4,000-square-foot house.

## II. Answer the following questions according to the text.

1. What did the writer use Monty Roberts' house to do?
2. What story did Monty Roberts tell the last time?
3. What did the teacher ask his class to do one day?
4. What dream did the boy describe in his paper?
5. What was the teacher's attitude towards the boy's dream?
6. Did the boy change his mind?
7. Did the boy realize his dream?
8. What did the teacher say to Monty Roberts when he took his students to camp out on Monty's ranch?

## III. Fill in the blanks with the proper forms of the given words in the box.

go back to	interrupt	a great deal of	hand in
resource	give up	make up one's mind	turn in

1. The students are asked to \_\_\_\_\_ their papers at the end of the exam.
2. We must make the best possible use of our limited financial \_\_\_\_\_.
3. When Edward left, she \_\_\_\_\_ hope of ever marrying.
4. Don't \_\_\_\_\_ —I haven't finished yet.
5. \_\_\_\_\_ their work is unpaid.
6. My wallet \_\_\_\_\_ to the police two days after it was stolen.
7. I just couldn't \_\_\_\_\_, so in the end I bought both.
8. The old clothing shop \_\_\_\_\_ the early 20th century.

## IV. Fill in each blank with the proper form of the given word.

1. I have received your letter of resignation but I want you to \_\_\_\_\_ (consider) your decision.
2. Nadia, once a famous professor of music, now is working as a singer \_\_\_\_\_ (train).
3. \_\_\_\_\_ (fortunate), the fire was discovered soon after it started.
4. It's just not \_\_\_\_\_ (realize) to expect a promotion so soon.