

主编 李时新

College English

(Vocational College Edition)



配送光盘一张

公共英语教程

高 职 高 专

湖南大学出版社



● 主编 李时新

College English

(Vocational College Edition)

公共英语教程

高 职 高 专

湖南大学出版社



内 容 简 介

本教材由12个单元构成,每单元内容包括听说训练、课文、语法训练、阅读训练、语法复习、实用写作、阅读技巧和轻松一刻。本教材的编写本着“适用”和“够用”的原则,在选材方面横向拓展主题覆盖面,增加信息量,训练学生实际使用语言的能力。

本教材适合高职高专非英语专业的学生第一学年使用。

图书在版编目(CIP)数据

公共英语教程(高职高专)/李时新主编. —长沙:湖南大学出版社,2009.8

ISBN 978-7-81113-677-7

I. 公... II. 李... III. 英语—高等学校:技术学校—教材

IV. H31

中国版本图书馆 CIP 数据核字(2009)第 159280 号

公共英语教程(高职高专)

Gonggong Yingyu Jiaocheng(Gaozhi Gaozhuan)

主 编:李时新

责任编辑:王桂贞

封面设计:吴颖辉

出版发行:湖南大学出版社

社 址:湖南·长沙·岳麓山 邮 编:410082

电 话:0731-88822559(发行部),88821343(编辑室),88821006(出版部)

传 真:0731-88649312(发行部),88822264(总编室)

电子邮箱:wanguia@126.com

网 址: <http://press.hnu.cn>

印 装:湖南天闻新华印务邵阳有限公司

开本:787×1092 16开

印张:16.25

字数:416千

版次:2009年9月第1版

印次:2009年9月第1次印刷

印数:1~5 200册

书号:ISBN 978-7-81113-677-7/H·145

定价:38.00元

版权所有,盗版必究

湖南大学版图书凡有印装差错,请与发行部联系

《公共英语教程》编委会

顾问 董康明

主任 彭解华

副主任 唐 诚 周 平 刘绍忠

委员 李 旭 何 伟 李时新 朱美玲 陈 英

主 编 李时新

副主编 朱美玲 陈 英

参编人员 (按姓氏笔画为序)

王 飞 申 雅 朱美玲 孙园园 肖秀娥

许艳平 李时新 李青莲 陈 英 贺文琴

袁 佳 喻 媛

前 言

◇ 本教材的编写理念

国家教育部高等教育司颁发的《高职高专教育英语课程教学基本要求》明确指出：“高职高专教育的英语课程是以培养学生实际运用语言的能力为目标，突出教学内容的实用性和针对性。”本教材根据《高职高专教育英语课程教学基本要求》《英语应用能力考试 A 级大纲的要求》，参照最新的教育理念、语言习得理论及教学方法进行选材和编写，充分体现了高职高专英语教学理论与实践的全面结合。

◇ 本教材的教学目标

本教材的教学目标主要体现在听、说、读、写、译五项基本技能方面。学生学完本教材应达到英语应用能力考试 A 级水平，即词汇量达到 3500 个单词（含中学阶段所学的）；口语表达能力达到国家 PETS 口语二级水平；阅读能力，可借助词典阅读中等难度的英文资料；写作能力，可借助工具书等签订英文合同或翻译较容易的公务函件。

◇ 本教材的特点

本教材的编写本着“适用”和“够用”的原则，为高职高专非英语专业的学生提供英语的学习内容。教材由 12 个单元构成，每单元由内容简介、听说训练、课文、语法训练、阅读训练、语法复习、实用写作、阅读技巧和轻松一刻组成。

本教材在选材方面横向拓展主题覆盖面，增加信息量，训练学生实际使用语言的能力。

◇ 课时安排

本教材供高职高专非英语专业学生第一学年使用。按每学期 18 新课周，周课时 4 节计算，约 150 课时。其中：

1. 新课课时分配：每单元 8 课时，新课用 $12 \times 8 = 96$ （学时），加上三次检测 6 课时，共 102 课时。
2. A 级考试复习课时共 $4 \times 12 = 48$ （学时）。

本教材共 12 单元。具体分工为：一单元（肖秀娥）、二单元（申雅）、三单元（朱美玲）、四单元（陈英）、五单元（朱美玲）、六单元（许艳平）、七单元（喻媛）、八单元（王飞）、九单元（贺文琴）、十单元（李时新）、十一单元（袁佳）、十二单元（孙园园）。每单元后的阅读理解由李青莲编写。

由于时间仓促，加之编写人员水平有限，错漏在所难免，恳请各位老师和广大读者批评指正。

谨此致谢！

编 者

2009 年 5 月 16 日

Contents

Unit one

| | |
|--|--------|
| Introduction | (1) |
| Listening and Speaking Communication Skills — Introductions and Greetings | (2) |
| Text A How to Improve Your Study Habits | (4) |
| Grammar Review Sentence Patterns | (11) |
| Practical Writing Personal Letters and E-mails | (14) |
| Text B Turning off TV: A Quiet Hour | (17) |
| Basic Reading Techniques Problem-solving Strategies in Reading Comprehension | (21) |
| Fun Time | (22) |

Unit Two

| | |
|---|--------|
| Introduction | (23) |
| Listening and Speaking Communication Skills — Making and Responding to Requests | (24) |
| Text A The Olympic Games | (27) |
| Grammar Review Verb Tenses | (32) |
| Practical Writing Application Letters | (37) |
| Text B Wushu | (38) |
| Basic Reading Techniques Identifying the Main Idea (1) | (42) |
| Fun Time | (43) |

Unit Three

| | |
|---|--------|
| Introduction | (44) |
| Listening and Speaking Communication Skills — Offering and Seeking Help | (45) |
| Text A We All Can Become Angel | (48) |
| Grammar Review The Agreement Between Subject and Predicate | (55) |
| Practical Writing Letters of Thanks and Apologies | (59) |
| Text B The Pavilion in the Heart | (61) |
| Basic Reading Techniques Identifying the Main Idea (2) | (65) |

| | |
|----------------|--------|
| Fun Time | (66) |
|----------------|--------|

Unit Four

| | |
|--|--------|
| Introduction | (67) |
| Listening and Speaking Communication Skills — Making Suggestion | (68) |
| Text A Reducing Holiday Waste | (70) |
| Grammar Review Infinitive | (77) |
| Practical Writing Letters of Complaints | (79) |
| Text B Journey of Life | (81) |
| Basic Reading Techniques Recognizing Supporting Details | (85) |
| Fun Time | (87) |

Unit Five

| | |
|---|---------|
| Introduction | (88) |
| Listening and Speaking Communication Skills — Expressing Likes and Dislikes | (89) |
| Text A The World Will Make Way for You | (91) |
| Grammar Review -ing Participle | (98) |
| Practical Writing Invitation Letters | (100) |
| Text B No One But Yourself Can Defeat You | (103) |
| Basic Reading Techniques Guessing Unknown Words from the Context (1) | (107) |
| Fun Time | (109) |

Unit Six

| | |
|--|---------|
| Introduction | (110) |
| Listening and Speaking Communication Skills — Making and Receiving Phone Calls | (111) |
| Text A A World Guide to Good Manner | (114) |
| Grammar Review Modal Auxiliaries | (121) |
| Practical Writing The Beginning of English Business Letters | (126) |
| Text B Gold-medal Winner | (127) |
| Fun Time | (131) |

Unit Seven

| | |
|--|---------|
| Introduction | (132) |
| Listening and Speaking Communication Skills — Invitations and Complaints | (133) |
| Text A Sometimes It's Worth the Risk | (136) |

| | | | |
|-------------------|--|-------|-------|
| Grammar Review | Subjunctive Mood | ..... | (142) |
| Practical Writing | Ads of Job Vacancies and Posters | ..... | (145) |
| Text B | Talking About the Commercial Morality in the Wall Street | ..... | (147) |
| Fun Time | ..... |  | (152) |

Unit Eight

| | | |
|--------------------------|--|-------|
| Introduction | ..... | (153) |
| Listening and Speaking | Communication Skills — Expressing Agreement and Disagreement | (154) |
| Text A | Word Can Give You Power | (157) |
| Grammar Review | -ed Participle | (163) |
| Practical Writing | Recommendation Letters | (164) |
| Text B | Learning a Language | (165) |
| Basic Reading Techniques | Guessing Unknown Words from the Context (2) | (169) |
| Fun Time | ..... | (170) |

Unit Nine

| | | |
|--------------------------|---|-------|
| Introduction | ..... | (171) |
| Listening and Speaking | Communication Skills — Asking and Giving Directions | (172) |
| Text A | Save Money for College by My Own | (175) |
| Grammar Review | The Comparative and the Superlative Degree of Adjectives and Adverbs | (181) |
| Practical Writing | Order Letters | (184) |
| Text B | The Other Woman in My Life | (186) |
| Basic Reading Techniques | Making Sound Judgments and Inferences | (190) |
| Fun Time | ..... | (191) |

Unit Ten

| | | |
|------------------------|--|-------|
| Introduction | ..... | (192) |
| Listening and Speaking | Communication Skills — Expressing Gratitude and Surprise | (193) |
| Text A | Save Hacker Boys | (196) |
| Grammar Review | Noun Clause and Attributive Clause | (204) |
| Practical Writing | Resume | (206) |
| Text B | Magical Internet | (207) |
| Fun Time | ..... | (211) |

Unit Eleven

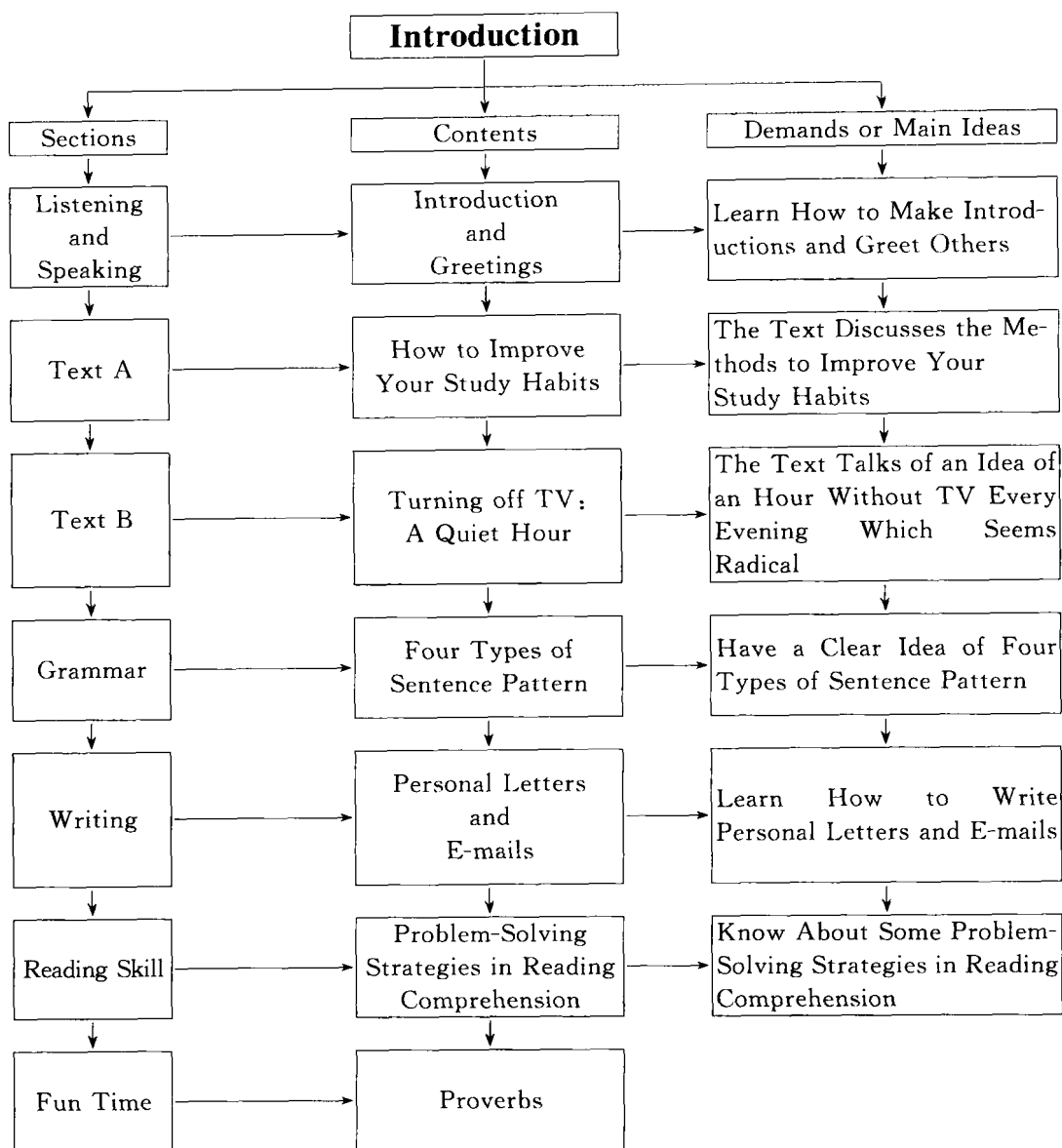
| | |
|---|-------|
| Introduction | (212) |
| Listening and Speaking Communication Skills — Talking About Apologies ... | (213) |
| Text A Make Your Body Happy at Work | (216) |
| Grammar Review Adverbial Clause | (223) |
| Practical Writing Notes and Notices | (226) |
| Text B Four Words That Make Life Worthwhile | (228) |
| Fun Time | (232) |

Unit Twelve

| | |
|---|-------|
| Introduction | (233) |
| Listening and Speaking Communication Skills — Talking About the Weather, Health, and Study | (234) |
| Text A Changing Lifestyle and Healthy Dieting | (238) |
| Grammar Review Inversion of the Sentence | (242) |
| Practical Writing Arrangement of Activity Itinerary | (245) |
| Text B The Pleasure of Book | (246) |
| Fun Time | (249) |

| | |
|----------------|-------|
| Appendix | (250) |
|----------------|-------|

Unit One



Listening and Speaking

Communication Skills — Introductions and Greetings

Vocabulary

Expo[ˈɛkspəʊ] *n.* World Exposition 世界博览会

parking lot 停车场

personnel manager 人事经理

Cromer [ˈkrəʊmə] 克罗默

solicitor [səˈlɪsɪtə] *n.* 律师

Listen to the conversations twice and fill in the blanks with the missing words.

1.

(Mrs. Lin is sent by her company to meet Mr. Brown at the Pudong Airport.)

Ms. Lin: Hello, Mr. Brown.

Mr. Brown: Hello, Lin.

Ms. Lin: _____ to Shanghai.

Mr. Brown: Well, I'm so glad to be able to come to this World Expo.

Ms. Lin: How _____?

Mr. Brown: Just wonderful! _____.

Ms. Lin: Now, Mr. Brown, if all is ready, _____?

Mr. Brown: I'd like to. Let's go.

Ms. Lin: This way, please. Our car is in the parking lot 3.

2.

Tom: Hi, Jenny. _____.

Jenny: Hi, Tom. How are you?

Tom: _____, apart from a cold that I just can't seem to get rid of it.

Jenny: Sorry to hear that.

Tom: _____ these days?

Jenny: Pretty much the usual. He is still with _____.

Tom: _____?

Jenny: They are fine. The children keep me busy of course.

Tom: I can imagine. _____, Jenny.

3.

Mr Jerson: I don't believe you have met Mrs. Cromer, our personnel manager, have you?

Mr Black: No, _____.

Mr Jerson: Mrs. Cromer, _____ Mr Black. Mr Black is our new solicitor.

Mrs. Cromer: _____, Mr Black.

Mr Black: Nice meeting you, Mrs. Cromer. I've heard a lot about you. I'm glad we have finally met.

Mrs. Cromer; I hope it's not something bad.

Mr Black: Oh, Mrs. Cromer, _____.

(A newspaperman, Mr Grey, comes up)

Mr Grey: Good morning, Mr Jerson. _____. My name is John Gray, I am
with the local newspaper.

Mr Jerson: Glad to meet you, Mr Grey.

Mr Grey: Do you mind if I ask you one or two questions?

Creating Dialogues

Frequently Used Expression

Greetings

A

1. Hi. /Hello.
2. Nice to see you.
3. How are you?
4. How are you doing?
5. How is everything (going)?
6. Long time no see.

B

1. Hi. Hello.
2. Nice to see you, too.
3. Fine, thank you. And you?
4. Very well, thank you. And you?
5. Not too bad. /Just so.
6. It's been a long time. . .

Introduction

1. This is. . .
2. Hi, nice to meet you. I'm. . .
3. Allow me to introduce myself. . .
4. May I introduce myself? I'm. . .

5. Hi, I don't think we've met. My name is. . .
6. Let me introduce you to. . .
7. I'd like you to meet. . .

Practice with your partner on how to introduce and greet people over the situations below or think of a situation of your own. You can use the above expressions in your dialogues if you like.

1. This is the first day of class. Introduce and greet each other.
2. You meet an old friend when you and your family are taking a walk on the streets.
 - A) Introduce your old friend to your family.
 - B) Ask how things are with him or her and their family.

Listening Comprehension

1. Listen to the following questions and complete the responses.

- 1) A. In the club. B. In a restaurant.
C. At home. D. In the office.
- 2) A. She's on committee. B. She's been working late.
C. She exercises too much. D. She's trying to account for the report.
- 3) A. She got up late.
B. She had a traffic accident.

C. There is something wrong with her car.

D. The road was traffic-jammed.

4) A. The woman's sister.

B. The woman's sister-in-law.

C. The woman's aunt.

D. The woman's niece.

5) A. Mr Green has been the man's classmate.

B. The man and Mr. Green are colleagues.

C. The man is quite familiar with Mr. Green.

D. The man and Mr. Green just got to know each other.

2. Listen to the following conversations and choose the best answer.

1) A. To go by bike.

B. To go shopping.

C. To go hiking.

D. To go on a walk.

2) A. Because the man had a date.

B. Because the man had to move to a new flat that day.

C. Because the man couldn't start so early in the morning.

D. Because the man's sister needed him to help her moving.

3) A. Have a rest.

B. Take a walk.

C. Have a drink.

D. Get to sleep.

4) A. 11 p. m. of the day.

B. 11 a. m. of the previous day.

C. 11 p. m. of next day.

D. 11 p. m. of the previous day.

5) A. Have a rest.

B. Take a walk.

C. Give more information.

D. Wake him up.

3. Listen to the following short passage and complete the questions in no more than three words.

1) What did the shop owner do after he closed his shop?

He _____.

2) How did he feel?

He _____.

3) Did the shop owner answer the first phone call?

_____.

4) What question did the man ask?

_____.

5) Where was the man and when he telephoned the shop owner?

He _____ when he telephoned the shop owner.

Text A How to Improve Your Study Habits

Pre-reading Questions

1. Only the top intelligence students can be top students, do you agree with it?

2. Do you have good study habits in high school? Please give some examples.

3. Now, you are a college student. Have you ever thought how to improve your study habits to make good score?

Text

Perhaps you are an average student with average intelligence. You do well enough in school, but you probably think you will never be a top student. This is not necessarily the case. ^[1] However, you can receive better grades if you want to. Yes, even students of average intelligence can be top students without additional work. Here is how:

Plan your time carefully. Make a list of your weekly tasks. Then make a schedule or chart of your time. Fill in committed time such as eating, sleeping, meeting, classes, ^[2] etc. Then decide on good regular time for studying. Be sure to set aside enough time to complete your normal reading and work assignments. Of course, studying shouldn't occupy all of the free time on the schedule. It is important to set aside time for relaxation, hobbies, and entertainment as well. This weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Further more, it will enable you to plan your activities so that you have adequate time for both work and play. ^[3]

Find a good place to study. Choose one place for your study area. It may be a desk or a chair at home or in the school library, but it should be comfortable, and it should not have distractions. When you begin to work, you should be able to concentrate on the subject.

Skim before you read. This means looking over a passage quickly before you begin to read it more carefully. As you preview the material, you get some idea of the content and how it is organized. Later when you begin to read you will recognize less important material and you may skip some of these portions. Skimming helps double your reading speed and improves your comprehension as well.

Make use of your time in class. Listening to what the teacher says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says.

Study regularly. Go over your notes as soon as you can after class. Review important points mentioned in class as well as points you remain confused about. Read about these points in your textbook. If you know what the teacher will discuss the next day, skim and read that material too. This will help you understand the next class. If you review your notes and textbook regularly, the material will become more meaningful and you will remember it longer. Regular review leads to improve performance on tests.

Develop a good attitude about tests. The purpose of a test is to show what you have learned about a subject. The world won't end if you don't pass a test, so don't worry excessively about a single test. Tests provide grades, but they also let you know what you need to spend more time studying, and they help make your new knowledge permanent.

There are other techniques that might help you with your studying. Only a few have been mentioned here. You will probably discover many others after you have tried these. Talk with your classmates about their study techniques. Share with them some of the techniques you have found to be helpful. Improving your study habits will improve your grades.

New Words

average [ˈævərɪdʒ] *n.* ordinary 普通的;中等的

intelligence [ˌɪntelɪdʒəns] *n.* ability to learn and understand 智力

necessarily [ˌnesɪsərɪli] *ad.* inevitably 必定

case [keɪs] *n.* what has really happened; actual condition 实情

additional [əˈdɪʃənəl] *a.* added 附加的;额外的 *n.* addition

weekly [ˈwi:kli] *a.* done or happening every week 每周的;一周一次的

schedule [ˈʃedʒu:əl, skedʒu:əl] *n.* timetable 时间表

chart [tʃɑ:t] *n.* (sheet of paper with) information written or drawn in the form of a picture
图(表)

commit [kəˈmɪt] *v.* 指定...用于;拨出

aside [əˈsaɪd] *ad.* to the side 在旁边;到(向)一边

etc. [etˈsetərə] (Latin, shortened form for etcetera) and other things 等等

normal [ˈnɔ:məl] *a.* usual 正常的

reading [ˈri:ɪŋ] *n.* the act or practice of reading 阅读

assignment [əˈsainmənt] *n.* sth given out as a task (布置的)作业

occupy [ˈɒkjupai] *n.* take up 占用

relaxation [ˌri:læksɪʃən] *n.* (sth done for) rest and amusement 休息;娱乐

hobby [ˈhɒbi] *n.* what one likes to do in one's free time 业余爱好

entertainment [entəˈteɪnmənt] *n.* show, party, etc. that people enjoy 娱乐

solve [sɒlv] *v.* find an answer to (a problem) 解决(问题)

aware [əˈweə] *a.* having knowledge or understanding 知道的;意识到的

furthermore [ˌfɜ:ðəˈmɔ:ə] *ad.* moreover; in addition 而且;此外

enable [ɪˈneɪbl] *v.* make (sb) able (to do sth) 使(某人)能(做某事)

activity [ækˈtɪvɪti] *n.* sth (to be) done 活动

adequate [ˈædɪkwɪt] *a.* as much as one needs; enough 充分的;足够的

distraction [dɪˈstrækʃən] *n.* sth that draws away the mind or attention 使人分心的事

concentrate [ˈkɒnsəntreɪt] *v.* (~on/upon) pay close attention (to) 全神贯注(于)

skim [skɪm] to read something quickly to find the main facts or ideals in it 略读

preview [ˌpri:ˈvjʊ:] *v.* have a general view of (sth) beforehand 预习

content [ˈkɒntent] *n.* what is written in a book, etc. 内容

organize [ˈɔ:gənaɪz] *v.* form into a whole 组织

later [ˈleɪtə] *ad.* 后来;以后

skip [skɪp] *v.* pass over 略过

portion [ˈpɔ:ʃən] *n.* part; share 一部分;一份

double [ˈdʌbl] *v.* make or become twice as great or as many (使)增加一倍

comprehension [ˌkɒmpriˈhenʃən] *n.* the act of understanding or ability to understand 理解(力)

mention [ˈmenʃən] *v.* speak or write about (sth) in a few words 提及

confused [kənˈfju:zd] *a.* mixed up in one's mind 迷惑的;混淆的

textbook ['tekst,buk] *n.* a standard book for the study of a subject 教科书;课本
 performance [pə'fɔ:məns] *n.* achievement 成绩
 meaningful ['mi:nɪŋfəl] *a.* having important meaning or value 富有意义的
 attitude ['ætɪtju:d] *n.* what one thinks about sth 态度;看法
 purpose [pə:pəs] *n.* aim 目的;意图
 excessively [ɪk'sesɪvli] *ad.* too much 过多地;过分地
 permanent [pə'mənənt] *a.* lasting for a long time;never changing 持久的;永久的
 technique [tek'nɪk] *n.* way of doing sth 技巧;方法
 helpful ['helpfəl] *a.* useful 有益的;providing help or willing to help 给予帮助的,肯帮忙的

Phrases and Expressions

- | | |
|-------------------|--|
| 1. fill in | write in 填写;填充 |
| 2. decide on | make a choice or decision about 选定;决定 |
| 3. set aside | save for a special purpose 留出 |
| 4. as well | also;too;in addition 也,还;同样 |
| 5. be aware (of) | know (sth);know (what is happening) 知道;意识到 |
| 6. concentrate on | direct one's attention,efforts,etc. to 全神贯注于 |
| 7. look over | examine (quickly) 把...看一遍;过目 |
| 8. go over | review 复习 |
| 9. lead to | result in 导致 |

Notes

- This is not necessarily the case. =But this is not inevitably(必然的) true.
 case *n.* 真相;事实。例如:
 — Is that the case?
 — No,that's not the case.
 — Is it true that he robbed a woman's wallet?
 — No,it is not the case.
- Fill in committed time such as eating...
 “committed time” 非花不可的时间,指定的时间。
- Furthermore,it will enable you to plan you activities so that you have adequate time for both work and play.“so that”引导目的状语从句。例如:
 I will give you all the facts so that you can judge for yourself.
 我会给你所有的事实以便你可以自己判断。
 Everyone lent a hand,so that the work was finished ahead of schedule.
 每个人都帮了忙,所以工作提前完成了。

Exercises

1. Reading Aloud

Read the following paragraph and try to learn it by heart.

Plan your time carefully. Make a list of your weekly tasks. Then make a schedule or chart of your time. Fill in committed time such as eating, sleeping, meeting, classes, etc. Then decide on good regular time for studying. Be sure to set aside enough time to complete your normal reading and work assignments. Of course, studying shouldn't occupy all of the free time on the schedule. It is important to set aside time for relaxation, hobbies, and entertainment as well. This weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Furthermore, it will enable you to plan your activities so that you have adequate time for both work and play.

2. Answering Questions

Answer the following questions based on your understanding of the text.

1) Do you think an average student will never become a top student?

2) Why is it important to plan your time?

3) Do you spend all your free time studying? If not, what other things do you do in your spare time?

4) What does skimming mean? Why is it important? Can you say something about it from your own experience?

5) How can you make use of your time in class?

6) Do you think it helpful to take notes while listening to your teacher? Why or why not?

7) Do you think it is necessary to write down everything that the teacher says? What kind of information do you write down?

8) What should you do after class? Why is it important to review your lessons regularly?

9) What is the purpose of the test?

10) Which of the six suggestions in the text do you find the most helpful for you? Give your reasons.
