

 高职高专“十一五”规划教材

Practical College English for Careers

实用高职英语教程

样 书

总主编 ⊙ 向阳

第一册



 首都经济贸易大学出版社

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学生用书

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编写说明

随着我国经济和社会的快速发展,对高职教育培养技术、生产、管理、服务第一线的高素质人才的需求越来越迫切,要求也越来越高。我国高等职业教育已发展到一个新阶段,面临新的挑战。我们这些长期从事高等教育英语教学与研究的编者,通过对我国高职英语教材与高职英语教学的深入调查、研究、分析、总结,深刻认识到我国高职英语教材建设应该与时俱进,不断改革创新,才能适应高职教育新的发展需要。因此,我们精心策划,周密组织,编写了这套《实用高职英语教程》系列教材。

一、编写原则

1. 突出体现教材的职业属性和行业的实用性

教材符合高职教育专业培养目标,满足高职人才培养规格要求,与就业需求紧密结合。

教材力求做到“现在所学”与“职业所用”近距离接轨,以实用为主导,以应用为目的。

2. 突出体现教材编写求真务实,讲究实效

教材编写以学生为主体,针对高职学生的英语基础和接受能力,实事求是,教材内容和难度适中,让学生学得扎实,用得有效。

教材编写针对高职英语教学环境和条件,精心设计课堂教学环节,精讲多练,重点突出,提高课堂教学质量。

3. 充分体现英语综合应用能力的培养

教材融听、说、读、写、译为一体,针对就业实际应用,培养学生英语听、说、读、写、译的综合技能,加强听和说的训练。

突出学生的实践环节,培养学生自主学习的习惯和能力。

二、主要特色

1. 职业性

高职英语属于特殊用途英语(English for Specific Purpose)的范畴。高职英语教材应该服务于高职教育的教学目标。本套教材针对高职教育的特点,具有鲜明的职业属性,把学习英语知识和技能融合在职业教育之中。在职业教育的环境中学习职业上所需要的英语知识和技能,这套教材充分体现了高职英语教材的固有特色。

2. 实用性

根据就业需要和职场实际应用,从最新的各种资料中选编教材内容和实训练习,贴

近社会生活,贴近职业环境,具有现代感。同时,充分体现高职英语教学的基本要求,切合学生的实际水平,满足学生的学习需求,方便教师使用教材。

3. 简练

本系列教材总体结构和单元结构简练,层次分明,内容精炼,重点突出,实训练习少而精,体现“够用为度”的原则。

4. 自主实践

本教材遵循“精讲多练”的教学理念,突出学生的语言实践环节。每个单元的自主学习指南(Self-study Guide)旨在复习、巩固语法知识,提高语法知识的应用能力。把它独立出来,自成一个体系,作为学生自主学习的实践环节,在教师的指导下完成阅读和练习,有利于培养学生自主学习的习惯和能力。同时在单元的编写中突出学生听说实训,写作和翻译的实际应用,让学生参与语言技能的实际操练。

三、总体结构

本系列教材共有三册。《实用高职英语教程》一册、二册是高职基础英语教材,供各专业学生共用。每册有学生用书、教师用书、教学光盘、录音磁带。每册书分8个单元,每单元授课8学时,全册总计64学时。一学期结束,二册书完成高职基础英语教学。第三册书为“行业英语”,包括《商务英语》《文秘英语》《旅游英语》《金融英语》《计算机英语》《土建英语》《机电英语》《医护英语》,供第三学期使用。根据各专业实际需要,授课可控制在50-64课时。

《实用高职英语教程》是针对高职各专业学生而编的共用的基础英语教材,为“行业英语”的前奏和铺垫,与专业对口的行业英语教材相互衔接,彼此照应,形成富有高职特色的英语系列教材,完成高职英语教学的全过程。

四、单元结构与教学要求

《实用高职英语教程》第一、二册的每个单元由五部分组成:

Section I. Listening and Speaking

听说部分采用功能意念交际法与职场情景交际法相结合的编写原则。每个单元围绕着一个功能意念,展开社交和职场情景下的对话和短文信息交流。分三个模块实训,授课2个课时(90分钟)。

模块一 Listen and Repeat

这是听说训练的语言输入,为听说打基础,起铺垫作用。要求学生大声跟读表达功能意念的常用句型。注重模仿、强化记忆,为听说实训创造条件。

模块二 Listening Practice

听力实训内容为社交和职场情景下的对话和短文,要求学生根据听的内容填写词语,做选择判断和回答问题。

◎ 模块三 Speaking Practice

说的实训是以固定配对形式进行口语训练,是在模块一和模块二实训的基础上的提升,要求学生运用模块一所学的功能表达常用句型(Functional Patterns),使用本模块所提供的相关常用词语(Expressions for making your conversation),根据实例模仿(Example for imitation),进行配对口语对话练习。

Section II. Reading

阅读部分分两个模块,授课4个学时。

◎ 模块一 正课文(Text A)和根据课文所编的阅读理解练习、词汇结构练习和句子汉译英练习。

◎ 模块二 辅助课文(Text B)和根据课文所编的阅读理解练习和课文中出现的词组和习惯表达的英译汉练习。

要求学生熟记课文单词和词组,准确理解两篇课文,学习相应的阅读技巧,提高阅读能力;自主完成两篇课文后的全部练习。

Section III. Writing

写作部分分两个模块,授课1个学时。

◎ 模块一 应用文写作格式(Format)和范文学习(Sample Study)。

◎ 模块二 应用文写作实训(Writing Practice)。

要求学生掌握应用文写作格式,学好范文,模仿范文自主写作。

Section IV. Translating

翻译部分分两个模块实训,授课1个学时。

◎ 模块一 翻译技巧(方法)简介,结合实例说明。

◎ 模块二 英译汉实训:句子和短文翻译的实训。

要求学生掌握基本翻译技巧(方法),完成翻译实训练习。

Section V. Self-study Guide

自主学习指南部分包括两个模块,供学生课后自主学习。

◎ 模块一 总结归纳几个相关的语法知识,举例说明其用法。

◎ 模块二 运用语法知识的选择题练习和填空练习。

要求教师指导、督促、跟踪检查学生的自主学习,要求学生自觉完成自主学习的语法内容和所布置的语法应用练习。

在教材编写过程中,我们坚持“从实践中来,到实践中去”的实事求是的原则,一边精心编写,一边把所编的书稿向高职院校教学一线的教师作调查研究,广泛听取他们的批

评、意见、建议和具体修改要求,从中受益匪浅,吸取了不少宝贵的经验,促使我们反复修改书稿,不断提高和完善。在此,我们要特别感谢清华大学、北京师范大学等院校教师的大力支持和热情帮助。

由于编者水平有限,书中疏漏和不妥之处在所难免,恳请老师和同学们不吝批评指正。

编者

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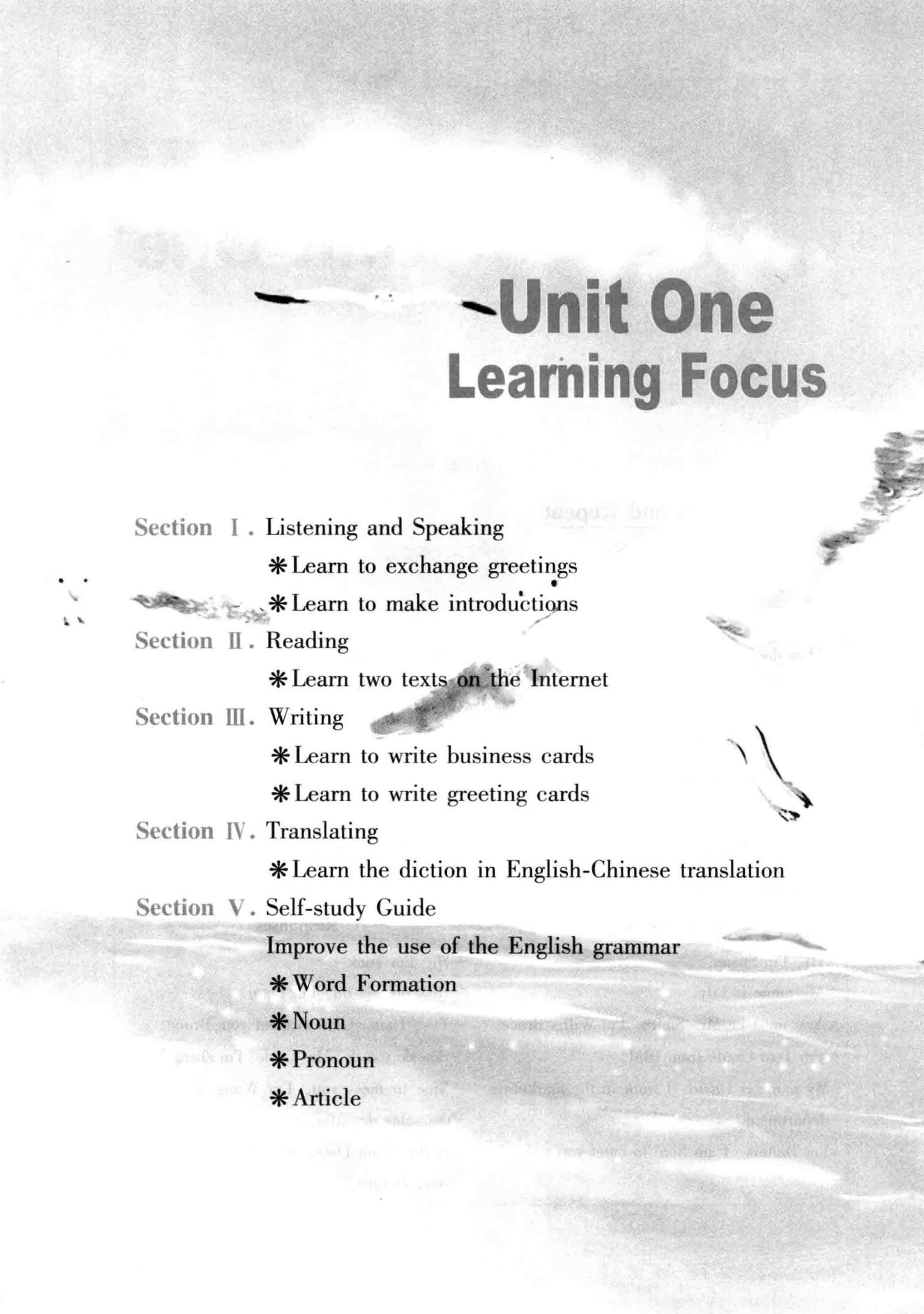
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Unit One

Learning Focus

Section I . Listening and Speaking

- * Learn to exchange greetings
- * Learn to make introductions

Section II . Reading

- * Learn two texts on the Internet

Section III. Writing

- * Learn to write business cards
- * Learn to write greeting cards

Section IV. Translating

- * Learn the diction in English-Chinese translation

Section V. Self-study Guide

Improve the use of the English grammar

- * Word Formation
- * Noun
- * Pronoun
- * Article



Unit One

●● Section I. Listening and Speaking ●●

Part A Listen and Repeat

Functional Patterns: greeting and introducing →

(1) Greeting:

Greetings	Responses
• How do you do?	—How do you do?
• Good morning/afternoon/evening!	—Good morning/afternoon/evening!
• How are you?	—Fine, thank you. And you?
• Hi/Hello!	—Hi/Hello!
• How are you getting along with your work?	—Quite well, thank you.
• How are you doing?	—Very well.
• How is everything?	—Everything goes well. Thanks a lot.

(2) Self-introducing:

Self-introducing	Responses
• Hi, I'm Susan.	—Hi. I'm Tom.
• My name is Lily.	—How do you do? I'm Peter.
• You must be Mr. Smith. I'm Willis Bruce.	—Yes, I am. Glad to meet you, Bruce.
• I'm Tom Grade from IBM.	—How do you do, Mr. Grade? I'm Zhang Ming.
• My name is David. I work in the marketing department.	—Nice to meet you, I'm Wang Lily, from the sales department.
• I'm Dennis. I am here to meet you today.	—Hello, I am Lucy. It's a pleasure to meet you, Dennis.

(3) Introducing others:

Introducing	Responses
• Bill, this is Tom.	—How do you do, Tom?
• Mary, I'd like you to meet Frank.	—Great! Thanks.
• Janet Lee, may I introduce James Joyce?	—That would be great.
• Mr. Collins (president), this is Donna Smith, our Human Resources Manager.	—How do you do? Glad to meet you. /How do you do? Glad to meet you, too.
• Dr Brown, I'd like you to meet my friends, Kim Howe, Simon Campbell and Michael Vince. Everyone, this is Dr Kurt Brown.	—How do you do, everyone?

New words and Eexpressions →

agent	['eɪdʒənt]	n. 代理人, 代理商
branch	[brɑ:ntʃ]	n. 分支, 树枝
cooperate	[kəʊ'ɒpəreɪt]	vi. 合作, 协力
hug	[hʌg]	vt. 紧抱, 拥抱
marriage	['mæɪrɪdʒ]	n. 婚姻
personal	['pɜ:sənl]	adj. 私人的, 个人的
private	['praɪvɪt]	adj. 私人的
title	['taɪtl]	n. 头衔, 名称
Paris	['pæɪs]	n. 巴黎
action star		动作明星
a law office		律师事务所
Chinese kung fu		中国功夫
family name		姓
first name		名
I've be meaning to call you		我一直在想给你打电话
So far so good		现在还不错
trading partner		贸易伙伴

Part B Listening Practice

Task 1 Listen to the conversation twice and fill in the missing words. →

Peter: Nice to see you, Ann.

Ann: Nice to see you, too, Peter.

Peter: You know, Ann, _____ to call you, but I've been very busy with my school work.
_____?

Ann: _____. What about your parents, Peter?

Peter: Pretty good. My father is still working _____. He likes his job. My mother, you know, is an excellent housewife.

Ann: That's great.

Peter: By the way, _____?

Ann: _____.

Peter: Is he still crazy about Chinese kung fu?

Ann: Yes, he dreams to be an _____.

Peter: That's wonderful!

Task 2 Listen to the conversation twice and choose the best answer to each question. →

1. Where did Chris and David meet?

- A. In America. B. In London. C. In Paris. D. In Africa.

2. David went to Paris for _____.

- A. a conference B. business
C. pleasure D. a visit to their friend

3. David Smith has some _____ in Paris and London.

- A. trading partners B. branches
C. good friends D. relatives

4. What is true about Chris and her husband?

- A. They work in London.
B. They have started their own business.
C. They have some trading partners in Paris.
D. They just spent a few days in Paris.

5. From the conversation we know that David and Bruce _____.

- A. have met only once B. have never seen each other before
C. once worked in the same office D. were once business partners

Task 3 Listen to the passage twice and decide the following statements are true or false. →

1. When you meet someone for the first time, you usually shake hands with him.
2. It's usual for western people to kiss or hug when they meet friends or relatives(亲戚).
3. When you first meet someone, you can not use his title or family name.
4. People who do not know well usually do not talk about age, salary or marriage.
5. It is acceptable to greet a foreigner by saying "Have you eaten your meal?".

Part Speaking Practice

Activity 1 Make a conversation with your partner, exchanging greetings. →

Example for imitation:

Speaker A: Hi, Linda, haven't seen you for ages. How are you doing?

Speaker B: Very well, thank you. How about you?

Expressions for making your conversation

- How was your trip?
—— Very nice.
- How are you getting on with your new job?
—— Not so bad.
- How have you been?
—— Nothing special.
- How's everything with you?
—— Some old thing.
- Never thought I'd see you here!
—— Same here.
- Haven't we met before?
—— No, I don't think we have.

Activity 2 Make a conversation with your partner, introducing yourself. →

Example for imitation

Speaker A: Hello, allow me to introduce myself. My name's Bill Carter.

Speaker B: I'm very glad to meet you, Mr. Carter. I'm Jean Brick.

Expressions for making your conversation

- —Hello, I'm...
- —Nice to meet you. My name's...
- —Hello, allow me to introduce myself. My name is...