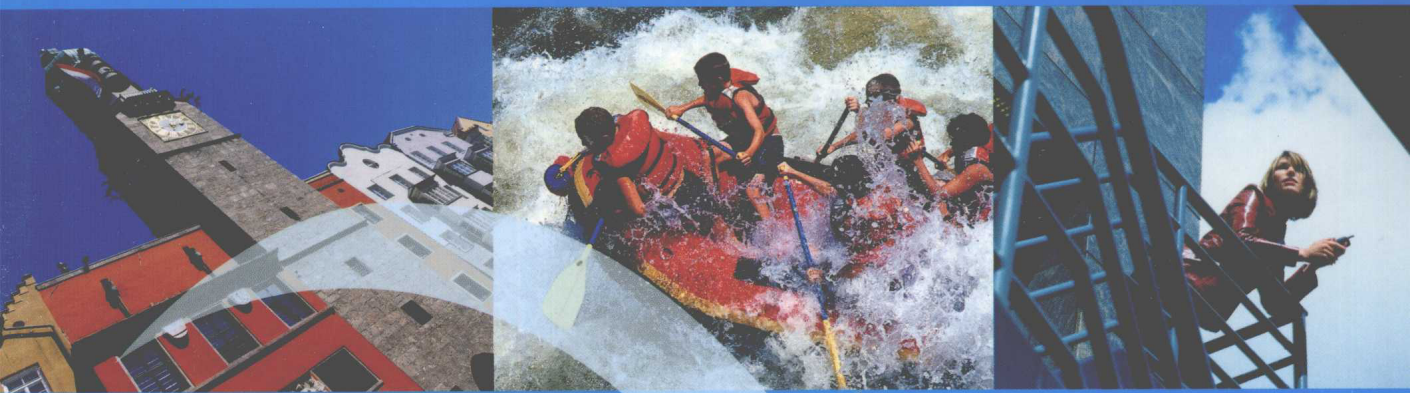




高等学校英语专业教材




# 致用英语 综合教程

学生用书

总主编◎宋天锡 总主审◎许渊冲 本册主编◎陈晓峰

Practical Integrated Course  
for English Majors

 华东师范大学出版社

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# 前 言

《致用英语综合教程》(共四册)是一套新生代英语专业教材,殚力于语言的学能培养,供攻读英语专业的一、二年级大学本科生以及具有相应水平的英语学习者使用,特别荐引于应用型英语专业的教学。

在我国的英语教学改革中,教材的创新本来就显得有些滞后。近几年,英语专业的教学创新与教材编写无论在理论与实践的探讨上、在教学界的关注度上、在学术的活跃度上,以及在教材的更新频度上,又都不够活跃。现有的英语专业教材存在的主要问题是:有些失之于“学院式”,偏重于文学作品或20世纪以前经典作家的作品,与现实生活中真实的、鲜活的语境以及学生未来职场的实际需求相去甚远,致使学生的“书本知识”同“实际技能”不相匹配;有些则失之于凸显教师的“学术权威性”,而忽视了学生的感受,把他们置于完全被动接受的地位,表现为信息量过大、知识点过繁、练习量过多,形成了“满书灌”的问题,使学生眼花缭乱,疲于应付。单元内容大大超过规定学时的负荷,在教学实践中很容易引发“满堂灌”的弊端。针对这些问题,我们对英语专业的教学现状进行了大量调研,对国内外同类教材进行了对比、分析、思辨,认为对英语专业教材进行积极的探索与改革势在必行,于是向社会奉献出此套教科书。

## 一、编写理念

一套较好的教材应该满足以下条件:选材新而且涵盖面广;知识点的介绍重点突出、模块链接、贴近实用;项目设计以“任务型”为主,陈述简约,突出“实战”;体例力求多样化、趣味性、助推式,这也是本套教材所力求实现的特色。在教材编写的过程中,我们始终把体现学能培养与潜质开发作为编书的核心理念,多方面地帮助学生掌握学习策略、求知方法论、思辨能力、实践动手动脑能力、语言应用的创新能力。本教材之所以冠以“致用”二字,志在引导学生“学以致用”和“学以致用”也。英国著名诗人托马斯·莫尔(Thomas Moore)曾说:“One of the greatest problems of our time is that many are schooled but few are educated... Education is not the piling on of learning, information, data, facts, skills, or abilities — that's training or instruction — but is rather making visible what is hidden as a seed.”莫尔的话从一个侧面道出了对教育的本质要求。的确,教育的功能不能局限于灌输具体的知识,核心的问题是要培育“种子”并造就它释放出自己的全部潜能。教材的编著也应该具备这样深邃的认知和多维的视角。

在微观层面,我们力图在教材中既融入语言学的语用学、英汉语对比、认知语言学、二语习得、语块理论里与教学相关的智慧,又吸收交际法、任务型教学、自主学习等理论的精华,让英语教学更有效果。

## 二、总体框架

1. 四册书所选用的材料都是英、美近几年最新发表的文章,涵盖政经、哲学、人文、人生、

社科、科技、企业文化、商务、时事、文学、历史、旅游、教育、军事等 30 多个领域,由易致难,梯度递升。

2. 整套书兼顾听、说、读、写、译五个方面的系统培训,重在对实际运用能力的培养与开发。在五种技能之中,又把说、读、译的能力培养作为重中之重。

3. 第一册和第二册旨在帮助学生激活并发展中学英语知识,进一步夯实基础,纠正误点,加强语感,增进悟性,逐渐由“逼迫型”学习向“自主型”学习转变;由被动式学习向主动式学习过度;由“负重型”学习向“欣赏型”学习升华。前两册的练习集中于听力、口语、阅读、语块链接、基础语法的操练,同时设计了较为浅易的影视光盘,以期激发学生的学习兴趣。第三册和第四册侧重于帮助学生全面提升基本技能,特别是提升句法技能以及写与译的技能。同时,适当引进一些英语专业四级和八级考试的内容,指导学生提高必要的应试能力。阅读练习和影视材料逐步增加难度。

4. 每册书包括 15 个单元(第 8 课之后设计了“Review”作为独立的单元,对前 8 课书进行复习性练习与巩固提高)。

### 三、单元设计及使用建议

#### 1. 单元设计

第一册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);阅读理解技巧学与练;文化背景

第三部分:基础语法学与练(词法、句法、语气);高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第二册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);阅读理解技巧学与练;文化背景

第三部分:基础写作学与练(包括应试作文和应用文);高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第三册的单元设计(共四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);人文知识介绍;文化背景

第三部分:英译汉技巧学与练;高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第四册单元设计(共四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答

True/False 问题);人文知识介绍及如何写文章摘要;文化背景

第三部分:汉译英技巧学与练;高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

## 2. 使用建议

(1) 每个单元用6个学时完成,其中建议听说部分用1.5学时完成;阅读部分用2.5学时完成;练习(含指导学生观看影视)用2个学时完成。

(2) 一个学期如果完成不了15个单元的教学,建议挑着讲,但最好不要拉下“Review”。

(3) “Review”单元,最好布置学生先自己做题,然后再有针对性地进行讲解。还可以设计一次小测验。

我们对教材中所引用的所有资料和图片的原创者及相关机构表示深切的谢意。感谢何自然教授(广东外语外贸大学)和责任教授(上海外国语大学)的支持与建议。我们还对华东师范大学出版社外语编辑部主任李恒平先生心怀一份特别的感激之情,没有他的全程悉心指导与襄赞,此书的成功编写和出版是不可能的。

我们随时欢迎英语界的专家们以及广大使用者对本书提出批评和建议。

宋天锡

2010年3月于北京

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# Unit 1 Successful English Learning

## Snapshots of This Unit

- \* Spot Dictation for Listening and Imitation Show: Learning English
- \* Phonetic Pickup: Pronunciation of *-p, -t, -k* when they are following *-s*
- \* Mini Oral Task; Discussion: How to improve your oral English?
- \* Text A (for intensive reading): Successful English Learning  
Text B (for reading skill training): The History of English  
Text C (for language acquisition by spotting grammatical errors and doing True/ False choice exercise): English Learning Methods
- \* Cultural Background: English Is a World Language
- \* Grammar Focus: Three nuclear sentence structures of English; English punctuation
- \* Highly-recommended Words to Be Mastered: able; access; available
- \* Behind the Word: Aladdin's lamp
- \* For Your Recitation: The Value of Time
- \* Movie Appreciation: Developing Self-reliance

## PART ONE



## Listening and Speaking

### I. Spot Dictation

1. Fill in the blanks with words or phrases while you listen to the passage for the second time.

#### Learning English

Learning English is a (1) \_\_\_\_\_. You are continually improving your English ability and the following "How to" describes a (2) \_\_\_\_\_ to make sure that you continue to improve it effectively.

● Remember that learning a language is a (3) \_\_\_\_\_ process — it does not happen (4) \_\_\_\_\_.

● Define your learning (5) \_\_\_\_\_ early: What do you want to learn and why?

● Make learning a habit. Try to learn something every day. If you study each day for 10 minutes, English will be constantly in your head. If you study once a week, English will not be as present in your mind.

● Choose your materials well. You will need reading, grammar, writing, speaking and listening materials.

● Vary your learning (6) \_\_\_\_\_. It is best to do different things each day to help keep the various relationships between each skill active. In other words, don't just study grammar.



● Find friends to study and speak with. Learning English together can be very (7) \_\_\_\_\_.

● Choose listening and reading materials that relate to what you are interested in. Being interested in the subject will make learning more enjoyable — thus more effective.

● Relate grammar to practical usage. Grammar by itself does not help you use the language. You should practice what you are learning by (8) \_\_\_\_\_ it actively.

● Move your mouth! Understanding something doesn't mean the muscles of your mouth can produce the sounds. Practice speaking what you are learning aloud. It may seem strange, but it is very effective.

● Be (9) \_\_\_\_\_ with yourself. Remember learning is a process — speaking a language well takes time.

● Communicate with others! There is nothing like communicating in English and being successful.

● Use the Internet. The Internet is the most exciting, unlimited English resource that anyone could imagine and it is right at your finger (10) \_\_\_\_\_.

2. Read aloud after the speaker in the recording at least three times and try to imitate his or her pronunciation and intonation.

## II. Phonetic Pickup

### 1. Pronunciation of *-p, -t, -k* when they are following *s*

The voiceless stop consonants /p/, /t/, /k/ are aspirated when they are word-initial or begin a stressed syllable, as in *pen, ten, ken*. They are unaspirated when immediately following the word-initial *s*, that is to say, when these three voiceless stop consonants are found in clusters with a preceding /s/, their pronunciations are changed respectively into the voiced /b/, /d/, /g/, such as in *spun, stun, skunk*. Therefore, you should pay special attention to these three consonants when they are following /s/.

**Exercise:** Read the words in the following list aloud.

spot	sport	spoil	spark	speed
school	skip	sky	skate	skin
stop	stick	stand	steep	sting

### 2. Tongue twister

How much wood could Chuck Woods' woodchuck chuck, if Chuck Woods' woodchuck could and would chuck wood? If Chuck Woods' woodchuck could and would chuck wood, how much wood could and would Chuck Woods' woodchuck chuck? Chuck Woods' woodchuck would chuck, he would, as much as he could, and chuck as much wood as any woodchuck would, if a woodchuck could and would chuck wood.

## III. Mini Oral Task

### Discussion: How to Improve Your Oral English?

(Tips: to improve your oral English, you must keep practicing it as much and often as possible / practice makes perfect / “dumb” and “deaf” English, lack practicing / create a language environment / seize every possible chance or occasion to speak the language you are learning instead of your mother tongue / find a regular partner or organize a small group

to do oral practice / respond to the teacher's questions actively or aggressively / speak English almost everywhere and all the time in your daily life, in your dorm, in the school's canteen, when you go shopping and so on / don't be shy / don't be afraid of losing face when you fail to speak complete sentences or make some grammar mistakes because you are a beginner and nobody will laugh at you / don't always say your English is poor / build up your self-confidence and develop your potential)

## PART TWO



## Reading

## TEXT A (for intensive reading)

## Successful English Learning

Research in the field of language **indicates**<sup>1</sup> that there are many things you can do to become a successful learner. **Curiosity**<sup>2</sup> about culture and language, daily study and the **commitment**<sup>3</sup> to use English in every possible situation while in English-speaking environment are very important conditions for success.

Be clear and realistic about your goal. Your sense of success will depend on your need for English and whether or not you meet your need. It is not just a question of measured progress. If you need conversational fluency, note taking skill will not meet your need. If you must learn to write a business letter effectively, informal conversation will not help you achieve your goal. Know what your goals are. Do you need English for occasional speaking situations, for travel or entertaining the English-speaking visitors? Do you want to improve **comprehension**<sup>4</sup> in both written and spoken English? Do you need to write English for professional purpose? Are you preparing for a university career in English? If so, your goals must include **proficiency**<sup>5</sup> in all skill areas.

Learning a foreign language is an **inexact**<sup>6</sup> process. Very few people learn to use a foreign language as well as a native speaker does. Fortunately, very few people need to learn English as a native English speaker in every skill area. Be realistic and aware of your goals. There are many reasons to learn English and your reasons are your own goals.

Be realistic about the length of time it takes to learn a language. Programs which promise **overnight**<sup>7</sup> success are simply not being honest. Language learning is a **cumulative**<sup>8</sup> process. You will experience bursts of accomplishment as well blocks and **delays**<sup>9</sup> in

1. **indicate** [ˈɪndɪkeɪt] vt. to show that sth. is true or exists
2. **curiosity** [kjʊərɪˈɒsɪti] n. a strong desire to know about sth.
3. **commitment** [kəˈmɪtmənt] n. a promise to do sth. or to behave in a particular way

4. **comprehension** [ˌkɒmpriˈhenʃən] n. an ability to understand the meaning or importance of something

5. **proficiency** [prəˈfɪʃnsi] n. a good standard of ability and skill
6. **inexact** [ɪnɪɡˈzækt] adj. not accurate or exact

7. **overnight** [ˈəʊvəˈnaɪt] adj. happening suddenly or quickly
8. **cumulative** [ˌkjuːmjʊlətɪv] adj. increasing gradually as more of something is added or happens
9. **delay** [dɪˈleɪ] n. a period of time by which sth. is late or postponed

progress. You will notice improvement at different speed in each skill area. Many students progress more quickly in passive skill areas (reading and grammar analysis) than in active and complex skill areas (speaking and note taking during a lecture). If you are beginning as a level student whose goal is proficiency, a typical program may include at least nine months of intensive English learning. If your study program is short-term and your goals include improvement and review rather than proficiency you can realize some progress in two or more weeks.

Be aware of your learning style. If you know that you learn more quickly when you listen to an English statement a few times before you write it, or if you know that seeing a picture or **graphic**<sup>10</sup> **representation**<sup>11</sup> of a word or expression helps you to remember the word, then develop the study habits which use the most effective techniques for you. Excellent instructors who know that the student must be involved in active learning will create active learning experiences to connect you with the language.

Learn something about language learning. Remember that language is a complex system of meaningful sounds organized with a series of rules (grammar). Every student has to study enough pronunciation, grammar and sentence structure to understand it. It is also true that language is a form of behavior involving the human need to communicate and to be understood. Language learning involves **motivation**<sup>12</sup>, emotion, a sense of self and a set of cultural beliefs. Language is much more than sound and words and grammar. As you learn a new language, you will produce a “series of successive **approximations**<sup>13</sup>”, meaning that each attempt at a new language will bring closer to effective communication. Language learning requires that you make mistakes. Don't be afraid of a language or afraid of making errors. Develop an ability to relax. Playing with a new language is a very important part of learning.

Take responsibility for your learning. A good instructor is half the **equation**<sup>14</sup> for successful language learning. Take charge of your learning. **Participate**<sup>15</sup> actively in your program. Look for opportunities to use your new language in any of many new environments. Be willing to make mistakes and learn from these mistakes. Focus on your goals, and your study habits and your willingness to “learn to learn”. Enjoy your process. Find inside yourself the reasons you want to learn, and **determine**<sup>16</sup> ways to **evaluate**<sup>17</sup> your success for yourself.

(687 words)

10. **graphic** [ˈɡræfɪk] *adj.* connected with drawings and design, especially in the production of books, magazines, etc.

11. **representation** [ˌreprɪzənˈteɪʃən] *n.* something that shows or describes sth.

12. **motivation** [ˌməʊtɪˈveɪʃən] *n.* eagerness and willingness to do something without needing to be told or being forced to do it

13. **approximation** [əˈprɒksɪˈmeɪʃən] *n.* an estimate of a number or an amount that is almost correct, but not exact

14. **equation** [ɪˈkwweɪʃən] *n.* the act of making sth. equal or considering sth. as equal

15. **participate** [pɑːˈtɪsɪpeɪt] *v.* to take part in

16. **determine** [dɪˈtɜːmɪn] *v.* to decide definitely to do sth.

17. **evaluate** [ɪˈvæljueɪt] *v.* to form an opinion of the value or quality of sth. after thinking about it carefully

## Glossary in Chinese

- |          |              |         |
|----------|--------------|---------|
| 1. 表明;显示 | 7. 一下子       | 13. 近似值 |
| 2. 好奇心   | 8. 累积的       | 14. 相等  |
| 3. 承诺    | 9. 耽搁        | 15. 参加  |
| 4. 理解    | 10. 图的,用图表示的 | 16. 决定  |
| 5. 熟练    | 11. 表述;代表    | 17. 评估  |
| 6. 不精确的  | 12. 动机,刺激    |         |

## Phrases and Expressions in TEXT A

- commitment to do sth.** (in Para. 1): one's commitment to do sth. (某人承诺做某事); one's commitment to (doing) sth. (某人保证做某事或对某事做出的承诺); one's commitment to sb. (……对某人的承诺)  
e. g. The company's commitment to providing quality at a reasonable price has been vital to its success. 这家公司保证供货质优价廉的承诺对它的成功起了决定性的作用。
- depend on** (in Para. 2): depend upon (sb. / sth.) 依靠, 依赖, 指望, 取决于  
e. g. We are depending on him finishing the job by Friday. 我们指望他在星期五前完成这项工作。
- meet sb.'s need** (in Para. 2): "Meet" here means "to satisfy what is needed or what sb. asks for". 满足某人的需要  
e. g. The new industry would have to meet the zero-pollution standard. 这项新产业必须符合零污染的标准。
- be aware of** (in Para. 3): If you are aware of something, you notice it especially because you can see, hear, feel or smell it. 意识到, 明白 / 知道  
e. g. John has been aware of having done something wrong. 约翰已意识到自己做错了事情。
- burst of** (in Para. 4): "Burst" is a noun, which means "a short sudden effort or increase in activity". 突发, 迸发  
e. g. There was a burst of laughter in the next room. 隔壁房间里突然爆发出一阵笑声。
- rather than** (in Para. 4): a prepositional phrase which means "in preference to (sb. / sth.)" or "instead of". 而不是  
e. g. I think you'd call it a lecture rather than a talk. 我说啊, 这是训斥, 不是谈话。
- be involved in** (in Para. 5): to take part in an activity or event, or be connected with it in some way 参与, 有关连, 卷入  
e. g. I don't want to get involved in some lengthy argument about who is to blame. 我不想卷入谁该承担责任的冗长争论中。
- a series of** (in Para. 6): several events or things of a similar kind that happen one after another 一系列, 一连串  
e. g. There's been a whole series of accidents on this road. 这条路上发生了一连串的交通事故。
- take charge of** (in Para. 7): "Charge" is a noun which means "control". 负责  
e. g. The department was badly organized until she took charge of it. 这个部门在她负责以前组织工作做得很差。
- participate in** (in Para. 7): a very formal one with the meaning "to take part in an activity or event" 参与

e.g. Everyone in the class is expected to participate actively in these discussions. 全班同学都应该积极参与这些讨论。

### Exercises for TEXT A

#### 1. Answer the following questions according to TEXT A.

- (1) How many factors are important for you to become a successful learner of English? What are they?
- (2) What is the importance of realizing the goal of English learning?
- (3) Why is it impossible to have overnight success in English learning?
- (4) What is the correct attitude toward error making in English learning? Why?
- (5) What should a successful learner study besides pronunciation, grammar and sentence structure? Why?

#### 2. Choose the best word or expression for the following sentences.

- (1) She doesn't want to make a big emotional commitment \_\_\_\_\_ Steve at the moment.  
A. for                      B. to                      C. on                      D. with
- (2) Though you do not properly \_\_\_\_\_ the instructions at present, age and reflection will make you understand them.  
A. compensate              B. comprehend              C. compile              D. compact
- (3) He knew he could depend upon her \_\_\_\_\_ with the situation.  
A. deal                      B. dealt                      C. to deal                      D. to dealing
- (4) Until these conditions \_\_\_\_\_ we cannot proceed with the sale.  
A. are met                      B. meet                      C. satisfy                      D. provide
- (5) Parents should involve themselves \_\_\_\_\_ their kids' education.  
A. to                      B. through                      C. into                      D. in
- (6) As you are well \_\_\_\_\_, there is a great competition on the part of both Germany and the United States.  
A. aware                      B. aware of                      C. aware that                      D. awared
- (7) The incident sparked off a whole \_\_\_\_\_ of events that nobody had foreseen.  
A. lot                      B. number                      C. plenty                      D. series
- (8) We encourage students to participate fully \_\_\_\_\_ the running race of the college.  
A. of                      B. into                      C. to                      D. in
- (9) The court \_\_\_\_\_ the defendant should pay the legal costs.  
A. is determined to              B. determined to              C. is determined              D. determined
- (10) The competition attracted over 500 contestants \_\_\_\_\_ 8 different countries.  
A. representing              B. represent              C. representation              D. represented
- (11) The plan is designed to motivate employees \_\_\_\_\_ more efficiently.  
A. to work                      B. working                      C. work                      D. into working
- (12) He delayed \_\_\_\_\_ her the news, waiting for the right moment.  
A. to tell                      B. tell                      C. telling                      D. to telling
- (13) The couple made an unsuccessful attempt \_\_\_\_\_ a compromise.  
A. by                      B. with                      C. at                      D. on
- (14) The situation required that he \_\_\_\_\_ present.  
A. is                      B. be                      C. were                      D. would be
- (15) Fat cannot change into muscle \_\_\_\_\_ muscle changes into fat.  
A. any more than              B. no less than              C. no more than              D. much more than
- (16) I can't go — for one thing, I have no money, and \_\_\_\_\_ I have too much work.  
A. what's more              B. as well                      C. for another                      D. in addition
- (17) The trumpet player was certainly loud. But I wasn't bothered by his loudness \_\_\_\_\_ by his lack of talent.

- A. so much as      B. rather than      C. as      D. than
- (18) They tossed your thoughts back and forth for over an hour, but still could not make \_\_\_\_\_ of them.
- A. impression      B. comprehension      C. meaning      D. sense
- (19) It's merely a \_\_\_\_\_ of time before the business collapses.
- A. problem      B. matter      C. question      D. thing
- (20) One of the most important things in a partner is a \_\_\_\_\_ of humour.
- A. feeling      B. sense      C. kind      D. thought

### 3. Cloze.

In today's world, English is a must. It is used (1) \_\_\_\_\_ everything from business, science and the Internet to arts, culture and the media. More than 1.4 billion (2) \_\_\_\_\_ live in the countries (3) \_\_\_\_\_ English is an official language and many large, international organizations expect (4) \_\_\_\_\_ to have a good level of English. An English language course or qualification will help you study for a postgraduate qualification at one of the UK's colleges or universities. It will also be a powerful tool for hundreds of careers, from creating new business opportunities in international markets to (5) \_\_\_\_\_ computer programs and teaching in your community.

Although most people learn some English in their home country, (6) \_\_\_\_\_, more and more are choosing to study in (7) \_\_\_\_\_ English-speaking country. They want to be surrounded by the language, not just in the classroom (8) \_\_\_\_\_ all the time. More than 600,000 people travel (9) \_\_\_\_\_ the UK every year to study English. The UK offers more English courses (10) \_\_\_\_\_ anywhere else in the world — courses to suit students of every age, level of English and interest. Students who come to the UK to learn English for its own sake are attracted by the modern teaching methods and the huge choice of courses (11) \_\_\_\_\_. Others come to the UK to gain the special language skills (12) \_\_\_\_\_ for studies or work.

As a student in the UK, you'll be (13) \_\_\_\_\_ to your knowledge and experience every time you visit the shops or go to the cinema or a restaurant. English will become your natural language (14) \_\_\_\_\_ communication with friends from other countries and you may have the opportunity to live with a local family. You will also have the chance to discover the rich culture and history (15) \_\_\_\_\_ make the UK an interesting and inspiring place in which to live and learn.

- (1) (by; in) (2) (people; peoples) (3) (which; where) (4) (employers; employees) (5) (write; writing) (6) (yet; but) (7) (an; a) (8) (but; and) (9) (in; to) (10) (that; than) (11) (available; amenable) (12) (needing; needed) (13) (adding; added) (14) (to; of) (15) (those; that)

## TEXT B (for reading skill training)

### The History of English

English is a West Germanic language that **originated**<sup>1</sup> from the Anglo-Frisian **dialects**<sup>2</sup> brought to Britain by Germanic settlers and Roman **auxiliary**<sup>3</sup> troops from various parts of what is now northwest Germany and the Northern Netherlands. **Initially**<sup>4</sup>, Old English was a **diverse**<sup>5</sup> group of dialects, **reflecting**<sup>6</sup> the varied origins of the Anglo-Saxon Kingdoms of England. One of these dialects, Late West Saxon, eventually came to **dominate**<sup>7</sup>. The original Old English language was then influenced by two waves of **invasion**<sup>8</sup>. The first was by language speakers of the Scandinavian branch of the Germanic family; they conquered and colonized parts of Britain in the 8th and 9th centuries. The second was the Normans in the 11th century, who spoke Old French and ultimately developed an English

1. **originate** [ə'ri:dʒɪneɪt] *vt.* to happen or appear for the first time in a particular place or situation
2. **dialect** ['daɪəlekt] *n.* a form of a language which is spoken only in one area, with words or grammar that are slightly different from other forms of the same language
3. **auxiliary** [ɔ:g'zɪljəri:] *adj.* (of workers) giving help or support to the main group of workers
4. **initially** [ɪ'nɪʃli] *adv.* at the beginning
5. **diverse** [daɪ'vɜ:s] *adj.* very different from each other and of various kinds

variety of this called Anglo-Norman. These two invasions caused English to become “mixed” to some degree (though it was never a truly mixed language in the strict linguistic sense of the word; mixed languages arise from the **cohabitation**<sup>9</sup> of speakers of different languages, who develop a **hybrid**<sup>10</sup> tongue for basic communication).

Cohabitation with the Scandinavians resulted in a significant grammatical simplification and lexical enrichment of the Anglo-Frisian core of English; the later Norman occupation led to the **grafting**<sup>11</sup> onto that Germanic core of a more **elaborate**<sup>12</sup> layer of words from the Romance branch of the European languages. This Norman influence entered English largely through the courts and government. Thus, English developed into a “borrowing” language of great **flexibility**<sup>13</sup> and with a huge vocabulary.

...

### Middle English

For about 300 years following the Norman Conquest in 1066, the Norman kings and their high **nobility**<sup>14</sup> spoke only a variety of French called Anglo-Norman. English continued to be the language of the common people. Various contemporary sources suggest that within fifty years of the invasion most of the Normans outside the royal court had **switched**<sup>15</sup> to English, with French remaining the **prestige**<sup>16</sup> language of government and law largely out of social **inertia**<sup>17</sup>. For example, Orderic Vitalis, a historian born in 1075 and the son of a Norman knight, said that he learned French only as a second language. A tendency for French-derived words to have more formal **connotations**<sup>18</sup> has continued to the present day; most modern English speakers would consider a “cordial reception” (from French) to be more formal than a “heartly welcome” (Germanic). Another homely example is that of the names for meats, such as beef and pork from French “boeuf” and “porc”. The animals from which the meats come are called by Anglo Saxon words, such as cow and pig. This might be because Anglo-Saxon peasants raised the animals; Norman-French lords ate the meat.

While the Anglo-Saxon **Chronicle**<sup>19</sup> continued until 1154, most other literature from this period was in Old French or Latin. A large number of Norman words were taken into Old English, with many doubling for Old English words (examples include ox/beef, sheep/mutton and so on). The Norman influence **reinforced**<sup>20</sup> the continued changes in the language over the following centuries, producing what is now referred to as Middle English. Among the changes was an increase in the use of a unique aspect of English grammar, the “continuous” tenses, with the suffix “-ing”. English spelling was also influenced by French in this period, with the /θ/ and /ð/ sounds being spelled rather than with the Old English letters þ (thorn) and ð (eth), which did not exist in French. The most famous writer from the Middle English period is Geoffrey Chaucer and of his works, *The Canterbury Tales* is the best known.

English literature started to reappear, when a changing political climate

6. **reflect** [rɪ'flekt] v. to show or be a sign of a particular situation or feeling (transitive not usually in progressive)

7. **dominate** [dɒ'mɪnnt] v. to control someone or something or to have more importance than other people or things

8. **invasion** [ɪn'veɪʒən] n. the act of an army entering another country by force in order to take control of it

9. **cohabitation** [ˌkɒhə'beɪ'teɪʃən] n. to live with another person and have a sexual relationship with him / her without being married

10. **hybrid** [ˈhaɪbrɪd] n. something that consists of or comes from a mixture of two or more other things

11. **graft** [grɑːft] v. to add something very different to something, so that it becomes part of it

12. **elaborate** [ɪ'læbəreɪt] adj. very complicated and detailed; carefully prepared and organized

13. **flexibility** [ˌfleksə'bɪləti] n. the ability to change or be changed easily to suit a different situation

14. **nobility** [nəʊ'bɪləti] n. the group of people in some countries who belong to the highest social class and have titles such as 'Duke' or 'Countess'

15. **switch** [swɪtʃ] v. to change from doing or using one thing to doing or using another

16. **prestige** [pre'stiːʒ] adj. that brings respect and admiration

17. **inertia** [ɪ'nɜːʃjə] n. lack of energy; lack of desire or ability to move or change

18. **connotation** [ˌkɒnəʊ'teɪʃən] n. a quality or an idea that a word makes you think of that is more than its basic meaning

19. **chronicle** [ˈkrɒnɪkl] n. a written record of events in the order in which they happened

20. **reinforce** [rɪ'nɪn'fɔːs] v. to give support to an opinion, idea, or feeling, and make it stronger

and the **decline**<sup>21</sup> in Anglo-Norman made it more respectable. By the end of that century, even the royal court had switched to English. Anglo-Norman remained in use in limited circles somewhat longer, but it had **ceased**<sup>22</sup> to be a living language.

### Early Modern English

Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. English was further **transformed**<sup>23</sup> by the spread of a standardized London-based dialect in government and administration and by the standardizing effect of printing. By the time of William Shakespeare (mid-late 16th century), the language had become clearly recognizable as Modern English.

English has continuously **adopted**<sup>24</sup> foreign words, especially from Latin and Greek, since the Renaissance. (In the 17th century, Latin words were often used with the original inflections, but these eventually disappeared.) As there are many words from different languages and English spelling is variable, the risk of mispronunciation is high, but **remnants**<sup>25</sup> of the older forms remain in a few regional dialects, most notably in the West Country. (774 words)

### Glossary in Chinese

- |               |                     |              |
|---------------|---------------------|--------------|
| 1. 起源, 发生     | 10. 混合体             | 18. 言外之意     |
| 2. 方言         | 11. 引入, 加入          | 19. 年代记, 编年史 |
| 3. 辅助的, 补助的   | 12. 精心制作的, 详尽的; 复杂的 | 20. 加强       |
| 4. 最初, 开始     | 13. 灵活性             | 21. 衰退       |
| 5. 多种多样的      | 14. 贵族              | 22. 停止, 结束   |
| 6. 表现         | 15. 转换              | 23. 改造, 改善   |
| 7. 支配, 统治, 控制 | 16. 体面的             | 24. 采用       |
| 8. 入侵; 侵略     | 17. 不活动, 惰性         | 25. 残余物      |
| 9. 同居; 共处     |                     |              |

### Phrases and Expressions in TEXT B

- to some degree** (in Para. 1): to a degree / to a certain degree, "degree" here means "the amount or level of sth." 在某种 / 一定程度上  
e.g. If you speak a language, you take part, to some degree, in the way of living represented by that language. 如果你说一种语言, 你就在一定程度上参与了那种语言所表达的生活方式。
- arise from** (in Para. 1): arise out of, means "to happen as a result of a particular situation" 由……引起, 因……产生  
e.g. These injuries arose out of / from a road accident. 这些伤亡是由一起道路交通事故造成的。
- result in** (in Para. 2): to have a specified effect or consequence 导致  
e.g. Stress and tiredness often result in a lack of concentration. 紧张和疲劳常使人精神不集中。
- lead to** (in Para. 2): to cause something to happen or cause someone to do something / to

21. **decline** [dɪ'klaɪn] *n.* a decrease in the quality, quantity, or importance of something

22. **cease** [si:s] *v.* to stop doing something or stop happening

23. **transform** [træns'fɔ:m] *v.* to completely change the appearance, form, or character of something or someone, especially in a way that improves it

24. **adopt** [ə'dɒpt] *v.* to start to deal with or think about something in a particular way

25. **remnant** ['remnənt] *n.* a small part of something that remains after the rest of it has been used, destroyed, or eaten



have sth. ; as a result, result in 导致, 引发(起)

e. g. Too much work and too little rest often lead to illness. 过量的工作和过少的休息会引起疾病。

5. **a large number of** (in Para. 4): describing plural nouns which naturally require that the predicate verb be in the plural form 许多, 大量

e. g. A large number of world famous paintings are on show in this exhibition. 许多世界名画在本次展览会上展出。

6. **refer to** (in Para. 4): to mention or speak about someone or something 提及, 谈到

e. g. He likes to be referred to as "Doctor Khee". 他喜欢别人叫他“基博士”。

7. **date from** (in Para. 6): also date back to sth. "Date" in this phrase is a verb, and the meaning of the phrase is "to have existed since a particular time in the past". 从……时就有, 回(追)溯到

e. g. The history of public education in the United States dates from the society of the early pioneers. 美国的公共教育史起源于早期拓荒者的社会。

8. **take place** (in Para. 6): The phrase could not be used in the passive voice, which is frequently overlooked by beginners of English. It means "to happen or occur especially after being planned or arranged". 发生

e. g. A fatal accident took place at this crossroads three years ago. 三年前, 这个十字路口发生了一起死亡事故。

### Exercises for TEXT B

Choose the best answer on the basis of understanding the text.

1. What is the exact origin of English?  
A. Anglo-Saxon Kingdoms of England.                      B. Germanic settlers.  
C. Roman auxiliary troops.                                      D. Anglo-Frisian dialects.
2. What's the influence of two waves of invasion towards English?  
A. They developed an Anglo-Norman English.  
B. They caused English to become "mixed".  
C. They caused a significant grammatical simplification and lexical enrichment.  
D. They introduced lots of words from the Romance branch of the European languages.
3. According to the text, when did the royal court also switch to English?  
A. For about 300 years following the Norman Conquest in 1066.  
B. Within fifty years of the invasion.  
C. In 1154.  
D. After a changing political climate and the decline in Anglo-Norman.
4. When was Modern English recognized finally?  
A. During the 15th century.                                      B. In the Mid-late 16th century.  
C. In the 17th century.    D. Since the Renaissance.
5. How did the Norman influence enter English?  
A. Through English grammar.                                      B. Through English spelling.  
C. Through the courts and government.                              D. Through literature.
6. The Original Old English was influenced by the following except \_\_\_\_\_.  
A. Scandinavian branch of the Germanic family  
B. Normans in the 11th century  
C. Late West Saxon  
D. French
7. Changes in Middle English are reflected in the following aspects except \_\_\_\_\_.  
A. continuous tenses    B. spelling