“九五”国家重点科技攻关项目

——计算机辅助教学软件研制开发与应用

# 通用大学英语（第三级）

赵　雯　金启军　主编

All Purpose College English

高等教育出版社

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# All Purpose College English

# 通用大学英语

## 第三级

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# 前　言

《通用大学英语》包括一套多媒体学习光盘和配套的文字教材，是国家“九五”重点科技攻关项目的研究、开发与应用成果。《通用大学英语》的内容是依据《大学英语教学大纲（文理科本科用）》，由富于教学经验的中美教学专家按分级教学要求而编写的。这套教材包括光盘4张和课本4册，将从1998年起陆续推出。

在教材的设计和编写时，我们以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点，考虑到充分发挥逐渐普及的多媒体计算机在教学中的作用，力图建立一套能适应以学生主动、交互学习为主的教学思想的新型大学英语教材，从而为推动我国大学英语教学上一个新台阶作出贡献。

《通用大学英语》光盘将英语课文学习、补充泛读材料、听力训练、在线英汉词典、在线语法、多媒体画廊、联机测试、联机笔记、谚语警句等融为一体，能够满足不同学生的多种学习要求，从而为学生高效率地学习奠定基础。

《通用大学英语》文字教材对应于光盘中的课文学习部分，相当于其它英语系列教材的精读课本，可直接用于课堂教学。课文在选材方面既有经典性，又有现代特征；既注重知识性和信息性，又不失趣味性与实用性。体系编排方面考虑了学生自学和用计算机学习(CALL)的需求。4册课本基本对应于大学英语的四个级别，每级（册）包括20篇风格及题材各异的课文，以此为基础编排成学习单元。每个单元结构如下：

1. Introduction（导学）：概要介绍文章的内容、重点词语及语法现象，起着教师指导的作用。

2. Outline（课文纲要）：详细而标准的大纲模式，以满足不同风格、不同类型学生的需要。

3. Pre-reading Questions（导读）：三个与文章内容相关的简洁问句，使学生已有的相关知识与文章内容有机地建构在一起。

4. Text（正文）：精选自经典或现代英文原版材料，作了少量修改。

5. Paragraph Questions（段落问题）：针对课文的段落信息提出一些精炼的问句及一个全文主旨问句，以帮助学生加深对课文的理解、引发学生的思考。

6. Language Points（语言点）：从篇章的衔接、指代关系及语篇角度，对语法现象、语言

现象、文化现象较多的句子及较长的句子进行英文注释。在重点词语的解释时，对所举例句也进行了翻译，有些常见的近义词及构词法还通过Further Information的形式作进一步注释，以使学生更好地掌握它们的用法。

7. Comprehension Exercises（理解练习）：采用多种类型的问题，以便多角度地加深对文章的理解。包括：(1) Factual Questions（事实问句），采用Sequential Statements、True or False statements或Multiple Choice等形式，使学生在理解课文的基础上，寻找出文中的重要事例与事实；(2) Inferential Questions（推论问句），通过显性与隐性的推论题，使学生能够理解作者的意犹未尽或言外之意、写作目的及观点等，从更高一级的角度来把握课文。

8. Vocabulary Exercise（词汇练习）：通过与课文相关的文化语境使学生学习并掌握词语的正确用法。

9. Writing（作文）：通过一、两个与课文内容相关的问题，引导学生自己发挥，编织和扩展课文以外的信息。

10. Translation（译文）：为满足不同水平及层次学生的需求，所有的课文都附有中文翻译。

需要特别说明的是，因文字教材与光盘配套使用，光盘上已有联机英汉词典，所以没有给出每课的生词表。另外，上述单元结构与光盘上的超文本组织也有些不同。

我们非常珍惜在《通用大学英语》的策划、设计和编写过程中与高等教育出版社外语二室、北京高教多媒体开发中心之间亲密而真诚的合作，在本教材编写、制作和试用过程中，东北大学教务长段曰瑚教授、教务处、计算中心、CAI中心的领导给予了大力的支持与帮助，外国语学院院长李悲国教授及外国语学院的领导也对本项目给予了极大的关注与支持，一些师生也积极参与了本项目的试用、研制与开发，在此一并表示感谢。

尽管编写时我们在体现和探索新型教学思想方面尽了最大努力，但由于水平、经验有限，这套教材中难免有一些不尽人意之处，我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

编　者

1999年11月8日于东北大学



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# 1

# THE ENGLISH LANGUAGE (I)

## ☞ Introduction

You have been exposed to the English language for several years, but do you know how many people speak it as their native language? The following passage will tell you how many words it has, from what languages it borrows many of its words, how the language is constructed, how some of its words are pronounced and spelled, and what the content and function words are. After you read the following text, English as a language will no longer be much of a mystery to you. In addition, you will learn the following words and expressions:

| | |
|---|---|
| as a / the result of | in addition to |
| trace | combine |
| create | blend |
| motel | shorten |
| acronym | define |
| assemble | divide |
| express | show |
| include | follow |
| modify | |

## Outline

I. The widespread of English Language (Paras 1–3)
   A. The most widely spoken language (Para 1)
   B. Its spread from the 1500s to the present (Para 2)
   C. Its use as a second language (Para 3)
II. Some of the characteristics of the English language (Paras 4–6)
   A. The size of its vocabulary (Para 4)
   B. The sources of some of its words (Para 5)
   C. Ways some new words are formed (Para 6)
III. Some reasons for the strange pronunciation and spelling of English words (Para 7)
IV. The grammar of the English language (Paras 8–12)
   A. A definition of grammar ( Para 8)
   B. The parts of speech (Para 9)
   C. Modern scholars' categories of the parts of speech (Para 10)
   D. The few inflections in English (Para 11)
   E. Word order in English sentences (Para 12)

## Pre-reading Questions

1. Do you agree that English is the most widely spoken language in the world?
2. In which countries is English spoken?
3. What aspects of English grammar are the easiest for you?

## Text

# THE ENGLISH LANGUAGE (I)

Para 1 The English language is the most widely spoken language in the world. It is used as either a primary or secondary language in many

countries.

Para 2 During the 1500s, fewer than 2 million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as the result of various historical events, English spread throughout the world. Today about 400 million people speak English as their native language. Most of them live in Australia, Canada, Great Britain, Ireland, New Zealand, South Africa, and the United States.

Para 3 Another 100 million people, chiefly living in Bangladesh, India, Pakistan, and in many African countries, speak English in addition to their own language. An additional 200 million people probably know at least some English.

Para 4 English has a larger vocabulary than any other language. There are more than 600,000 words in the largest dictionaries of the English language.

Para 5 Some English words have been passed on from generation to generation as far back as scholars can trace them. These words such as woman, man, sun, hand, love, go, and eat, express basic ideas and feelings. Later, many words were borrowed from other languages, including Arabic, French, German, Greek, Italian, Latin, Russian, and Spanish. For example, algebra is from Arabic, fashion from French, piano from Italian, and canyon from Spanish.

Para 6 A number of words, such as doghouse and splashdown, were formed by combining other words. New words are also created by blending words. For example, motor and hotel were blended into motel. Words can be shortened to form new words, as was done with history to form story. Words called acronyms are formed by using the first letter or letters of several words. The word radar is an acronym for radio detection and ranging.

Para 7 Pronunciation and spelling in English sometimes seem illogical or inconsistent. Many words are spelled similarly though pronounced differently. Examples include cough, though, and through. Other words, such as blue, crew, to, too, and shoe, have similar pronunciations but are spelled dif-

ferently. Many of these variations show changes that occurred during the development of English. The spelling of some words remained the same through the centuries, though their pronunciation changed.

Para 8 Grammar is the set of principles used to create sentences. These principles define the elements used to assemble sentences and the relationships between the elements. The elements include parts of speech and inflections.

Para 9 Parts of speech are the word categories of the English language. Scholars do not all agree on how to describe the parts of speech. The traditional description lists eight classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. The most important relationships of the parts of speech include subject and verb, verb and predicate, and modifier and the word modified.

Para 10 Some modern scholars also divide the parts of speech into two categories, content words and function words. Content words are the main parts of speech — nouns, verbs, adverbs, and adjectives — and carry the basic vocabulary meanings. For example, *dog*, *write*, *happy*, and *seldom* are content words. These words are also called form classes. Function words express relationships between content words in a sentence. For example, *the*, *in*, *it*, *and*, *because* and *not* are function words. They show the grammatical, or structural, meanings of the sentence and are also called structure classes. Function words include articles, prepositions, pronouns, and conjunctions.

Para 11 English has fewer inflections than most other European languages. An inflection is a variation of the form of a word that gives the word a different meaning or function. An English noun has only two inflections, the plural and the possessive. Inflections are used to change the tense and number of a verb or the case of a pronoun. Inflections can change adjectives to the comparative or the superlative — for example, *big*, *bigger*, *biggest*.

Para 12 Grammar also defines the order in which parts of speech may be used. The subject of a sentence usually comes first in the word order in English.

It is generally followed by the verb and then the object. Single words that modify nouns are usually placed before the noun, but phrases that modify nouns are usually placed after the noun. Words that modify verbs can be put before or after the verb.

## Paragraph Questions

| | |
|---|---|
| **Para 1** | In comparison with other languages, how widely is English used? |
| **Para 2** | How many people spoke English during the 1500s in comparison to the number of native English speakers today? |
| **Para 3** | How many people speak English as their second language or know some English? |
| **Para 4** | How many words are there in the largest dictionaries of the English language? |
| **Para 5** | What are some of the sources of English words? |
| **Para 6** | How are some English words created? |
| **Para 7** | In what aspects do the pronunciation and spelling of some English words seem illogical or inconsistent? |
| **Para 8** | What is the definition of English grammar given in this paragraph? |
| **Para 9** | Can you name and give examples of the traditional parts of speech in English? |
| **Para 10** | Can you name and give examples of function words? |
| **Para 11** | Can you list as many English inflections as you can? |
| **Para 12** | When phrases are used to modify nouns, where are they placed in a sentence? |
| **The whole text** | What is important to the development of English vocabulary and the grammatical structure of English sentences? |



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**Answer:** The development of English vocabulary is a long and gradual process, during which many words were borrowed from other languages to enrich the large stock of its vocabulary. English vocabulary includes both ancient and new words; some of the new words come from other languages, and some are the result of combined words or acronyms. The grammar of an English sentence can be viewed as the relationships among the parts of speech, its few inflections, and its normal word order.

## Language Points

1. Through the centuries, as the result of various historical events, English spread throughout the world. :
English became widespread in the world because of various historical events happening through the centuries.
**as a / the result of:** as an outcome of; because of 作为…的结果；由于
e.g. He is paralyzed as the result of a would-be assassin's bullet years ago.
几年前，他遭到刺客暗杀，虽未致命，但中弹致瘫。
As a result of widespread thunderstorms, our flight was delayed several hours.
由于大面积的雷雨，我们的航班推迟了好几个小时。

2. Another 100 million people, chiefly living in Bangladesh, India, Pakistan, and in many African countries, speak English in addition to their own language. :
There are another 100 million people, who mainly live in Bangladesh, India, Pakistan, and in many African countries, and they speak English, along with their own language.
**in addition to:** as well as; along with 另外，除…还
e.g. In addition to our classroom study and practice, our English teacher assigns a great deal of homework.
除了课堂的学习和练习，我们的英语老师还布置了很多家庭作业。
In the United States many university students are very busy because in addition to studying, they have part time jobs.

在美国，许多大学生非常忙碌，因为除了学习他们还得打零工。

Some English words have been passed on from generation to generation as far back as scholars can trace them. :

Some English words have been handed down over centuries that only scholars can find their origins.

**trace** vt. : follow by means of marks or signs; follow the course, development, or history of 追踪，追溯

e.g. Some scholars enjoy tracing the formation of words to their origin.

有些学者乐于追根溯源查找词的构成。

The Aldens trace their family back three hundred years to John Alden, one of the early American Pilgrim settlers.

奥尔登家族的家谱可以追溯到300年前的约翰·奥尔登，一位早期定居美洲的清教徒移民。

A number of words, such as doghouse and splashdown, were formed by combining other words. :

Many English words, taking doghouse and splashdown as examples, were shaped by putting other words together.

**combine** vt. : join things, people, or groups together; unite 使结合，使联合

e.g. Our club combined the offices of secretary and treasurer because we thought one person could easily handle both of these jobs.

我们俱乐部把秘书和财务办公室合二为一；因为我们认为一个人可以轻松地身兼两职。

A person who combines persistence with intelligence will go far.

一个集聪颖坚毅于一身的人将会前途无量。

New words are also created by blending words. :

New words are also coined by combining words together.

**create** vt. : make a thing which has not been made before; bring into being 创造，创作

e.g. The Pathetique was the last symphony created by Russian composer, Tchaikovsky.

《悲怆》是俄国作曲家柴可夫斯基所创作的最后一首交响乐曲。

The wealth of society is created by the laboring people.
社会财富是由劳动人民创造的。

For example, motor and hotel were blended into motel.:
For instance, the two words — motor and hotel, were mixed together to form the word motel.
**blend** vt.: mix together; mix so thoroughly that the things mixed cannot be distinguished or separated 合成，把…混成一体
e.g. Blend the butter and the sugar before adding the other ingredients of the cake.
在加入制作蛋糕的其它成分之前，先把奶油和糖混合在一起。
That artist is good at blending pigments to get unusual shades of color.
那位艺术家善于调色以获得不同寻常的深浅色彩。
**motel** n: hotel for motorists, with space for parking cars near the rooms (为开车者提供停车场的) 汽车旅馆
e.g. There are many motels along the highways.
公路两旁有许多汽车旅馆。
This motel provides many kinds of services.
这家汽车旅馆提供多种服务。

**Further Information**

smog → smoke + fog 烟雾
brunch → breakfast + lunch 早午饭
advertistics → advertising + statistics 广告统计学

Words can be shortened to form new words, as was done with history to form story.:
Words can be made shorter to form new words, as in the case of the word history, which was shortened to form the word story.
**shorten** vt.: make shorter; cut off; make smaller in length 弄短，减少；缩短
e.g. The new highway shortens the time of the trips.
新修的公路缩短了旅行的时间。
She has had all her dresses shortened because of the new styles.

为了追求新潮，她把所有的衣服都改短了。

Words called acronyms are formed by using the first letter or letters of several words. :

**acronym:** word made of the first letter or letters of several words 首字母缩略词

e.g. UNESCO: the United Nations Educational, Scientific, and Cultural Organization 联合国教科文组织

NASA: the National Aeronautics and Space Administration 美国国家航空和宇宙航行局

OPEC: the Organization of Petroleum Exporting Countries 石油输出国组织

APEC: the Asian-Pacific Economic Cooperation 亚太经合组织

USA: the United States of America 美利坚合众国

CCTV: China Central Television 中国中央电视台

UCLA: University of California at Los Angeles 加州大学洛杉矶分校

HKSAR: Hong Kong Special Administrative Region 香港特别行政区

These principles define the elements used to assemble sentences and the relationships between the elements. :

*These principles tell what the parts used to put sentences together are* and what the relationships between these parts are.

**define** vt. : make clear the meaning of; explain; interpret 解释，给…下定义

e.g. A dictionary *defines* words.

词典解释词义。

People *define* Einstein as a genius because his brain is different from those of common people.

人们把爱因斯坦说成是天才，因为他的大脑与普通人的大脑不一样。

**assemble** vt. : gather together; bring together; put together 集合，组合、召集

e.g. The grandfather *had assembled* all the members of the family for the annual picnic.

爷爷每年召集家庭的所有成员吃一次野餐。

Some boys like to assemble model airplanes.

有些男孩子喜欢组装模型飞机。

Some modern scholars also divide the parts of speech into two categories, content words and function words. :

Some modern scholars also separate the parts of speech into two kinds, content words and function words.

**divide** vt. : separate into parts; split; share 划分，隔开；分担

e.g. The Dead Sea *divides* Israel from Jordan.

死海把约旦与以色列隔开。

The Rio Grande *divides* Mexico from the United States.

格兰德河是墨西哥与美国的界河。

Function words express relationships between content words in a sentence. :

Function words indicate relationships between content words in a sentence.

**express** vt. : put into words; state; indicate 表达，表示

e.g. Try to *express* your ideas clearly.

尽量把你的想法表达清楚。

Flowers *express* sentiments, tastefully, eloquently, and their fragrant beauty brings comfort to those who grieve.

花卉可以有情趣地、优雅地表达情感；沁人心脾的花之美也给那些悲伤者带来慰藉。

They show the grammatical, or structural, meanings of the sentence and are also called structure classes. :

Function words indicate the grammatical, or structural meanings of the sentence and they are also called structure classes.

**show** vt. : indicate; put in sight; display(mentally) 显示，给…看，展示

e.g. That handicapped woman's paintings *showed* her courage, as well as her skill as an artist.

那位残疾妇女的绘画展示了她的勇气及作为艺术家的技能。

Poets' choice of words *shows* their abilities to crystallize both black and shining bits of life into mental images.

诗人的遣词造句显示了他们把平淡无奇的生活中的闪光点升华为意象的才能。

Function words include articles, prepositions, pronouns, and conjunctions. :
Function words comprise articles, prepositions, pronouns, and conjunctions.
**include** vt. : have … within itself; contain; comprise 包括，包含
e.g. Father includes a watch and chain on the list of souvenirs to buy.
父亲把一块带链的手表列入要买的纪念品清单之内。
The price includes the land, house, and furniture.
土地、房产和家俱的价格均计算在内。

It is generally followed by the verb and then the object. :
The verb and the object generally follow the subject.
**follow** vt. : go or come after; come after as a consequence or effect 跟随，接着，是…的必然结果
e.g. The typhoon was followed by beautiful weather.
台风过后，就是晴朗的好天气。
Great misery for the Serbs follows the war started by the NATO.
北约所发动的战争给塞族人带来了极大的不幸。

Single words that modify nouns are usually placed before the noun, but phrases that modify nouns are usually placed after the noun. :
Single words that describe, limit, or identify nouns are often put before the noun, but phrases that describe, limit, or identify nouns are usually placed after the noun.
**modify** vt. : describe; change somewhat; limit the meaning of; qualify 更改，修改，修饰
e.g. In the sentence, "My sister bought a new rose sweater," the words "new and rose" modify the word sweater.
在“我妹妹买了件玫瑰红色的新羊毛衫。”一句中，“新”和“玫瑰红色的”这两个词修饰“羊毛衫”。
In the sentence, "My sister bought a sweater without sequins," the phrase "without sequins" modifies the word sweater.
在“我妹妹买了件无闪光装饰片的羊毛衫。”一句中，词组“无闪光装饰片”修饰“羊毛衫”这个词。



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