

高等学校少数民族预科教材

英语

王向东 主编

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四川出版集团 四川民族出版社

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图书在版编目 (CIP) 数据

英语/王向东主编. —成都: 四川民族出版社, 2007.9
高等学校少数民族预科教材
ISBN 978-7-5409-3567-2

I. 英… II. 王… III. 英语—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2007) 第 154119 号

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王向东 主编

出版人	罗 勇
责任编辑	马 瑛
装帧设计	唐学兵
出版发行	四川出版集团 四川民族出版社 (成都市三洞桥路 12 号 邮编 610031)
印 刷	四川嘉创印务有限责任公司
成品尺寸	210mm×285mm
印 张	14.5
字 数	340 千
版 次	2007 年 9 月第 1 版
印 次	2007 年 9 月第 1 次印刷
印 数	1~1800 册
书 号	ISBN 978-7-5409-3567-2
定 价	23.00 元

主 编 王向东

副 主 编 邓建平 余丽娟 杨六兰

编写人员 王向东 邓建平 余丽娟 杨六兰
陈俊蓉 赵 彤 洪 洁 刘长岭

前 言

为适应高等学校少数民族预科英语教学的需要,西昌学院预科部英语教研组根据国家教育部和国家民委颁布的《普通高等学校少数民族预科英语教学大纲》的要求,编写了这本《高等学校少数民族预科教材——英语》,供本科预科、专科预科和少数民族一类模式预科学生使用。

本教材编写的指导方针是:(1)立足于本地区少数民族学生的实际和特点,借鉴国内外的教学理论和方法,有选择地加以消化、改造、吸收。(2)侧重打好语言基础,加强语言基本功的训练,着重培养学生的英语语言综合应用能力及跨文化交际的能力。

本教材供一年制预科学生使用,共一册。全书由课文和语法两部分组成。课文部分分11个单元,每个单元包含两篇课文,内容为课文与练习、阅读与练习。语法部分包括重点语法项目及练习。

在编写过程中,我们综合研究了目前国内优秀大学英语教材,选取其中贴近民族地区民族学生生活的题材,力求催人奋进、乐观向上。选文主要涉及语言、文化等内容。

考虑到预科学习的过渡性及桥梁作用,同时也为增强学生自主学习的能力,在编写过程中,每篇文章后列的单词都没有标注音标,便于在教学过程中让学生自己动手去查单词注音,同时也关注其注释。

本书在编写过程中得到了四川省教育厅民教处和四川民族出版社的大力支持,在此一并表示感谢。

本书的编写是一次新的尝试,加之编者的水平所限,教材中有疏漏和不妥之处,敬请读者批评指正。

西昌学院《英语》教材编写组

2007年3月

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Unit 1

Text A

Learning a language

Foreign language teachers are interested in how children learn to speak their native language for a very important reason. They want to find an easy way to teach adults, as well as children, a second language. This is a very interesting idea. Some teachers believe that adults learn a second language the same way children learn their native language. These teachers try to make their students' lives similar to the life of a child just learning to speak. They speak only the foreign language in the classroom. They do not teach the students any rules for using the language. Most parents don't teach their children rules for language usage, either. They simply tell the child how to say something correctly. Foreign language teachers using this spoken language method do the same thing. Some students, however, are not used to this way to learn a second language.

A second method, the rule-learning method sometimes works better with these students. Some teachers believe that learning a foreign language is different from learning to speak your native language. They feel that a student must learn the rules for using the language by memorizing them. The students must practise saying things and sentences in the language, using the rules correctly.

Some students are very successful with this rule-learning method. They learn the language quickly and can use it well. They know the rules for using the language, and can speak it and understand it, too. For many students this is the best way to learn a foreign language.

For some students, both of the methods may work. Some teachers use a combination of the two methods in a class, hoping that everyone will be able to learn the language with one method or the other.

【New Words】

native *adj.* 本国的; 出生地的

adult *n.* 成年人
 similar *adj.* 相似的, 类似的
 usage *n.* 用法; 使用
 simply *adv.* 仅仅
 correctly *adv.* 正确地
 rule-learning *adj.* 学习规则的

【Phrases & Expressions】

as well as 也, 又; 既……又……
 be similar to 与……相像
 be used to (sth. /doing sth.) 习惯于
 be able to 能, 会 (= can, 常用以表示 can 所不能使用的其他时态)

【Notes】

1. one's native language 某人的本国语或母语。也可以说 one's native tongue 或 one's mother tongue. tongue 原意为“舌头”, 此处引申为“语言”。如: She wants to teach you her mother tongue.
2. ... adults learn a second language the same way children learn their native language. a second language 意为“另一种语言”。序数词前面加不定冠词, 表示“再一, 又一”。the way 在写作和口语中有时和 how 同义, 表示“怎么”, 后面省略了 in which.

Exercises

Comprehension of the Text

I. Answer the following questions.

1. What do foreign language teachers want to find?
2. What do some of the teachers do in the classroom? Do they speak other languages?
3. What is another method for most of the students to learn a foreign language? Does it work?
4. How do some of the teachers teach a foreign language in a class? What do they hope?
5. How do you learn English now?

Vocabulary

II. Fill in the blanks with the words or expressions given below. Change the form if necessary.

as well as	the way	work	similar	be used to
successful	be able to	usage	practise	be different from

1. Methods of treatment that _____ with one person may not _____ with another.
2. A gas-stove is _____ an oil-stove.
3. My wife and I have _____ tastes in music.

4. A fellow has to look at things in a _____ way.
5. I'd like to know _____ you learned to master the basic skills within so short a time.
6. According to modern English _____, the relative pronoun "that" can be omitted when it is used as an object in an adjective clause.
7. It is no use trying that method, because it won't _____.
8. Its theory, _____ its practice, must be revolutionary.
9. The patient was soon _____ sit up and read.
10. Most Englishmen _____ meals based on rice.

III. Fill in the blanks with the words given in the brackets. Change the form if necessary.

1. They were _____ in what was going in the art world. (interest)
2. That sounds _____, doesn't it? (interest)
3. I _____ wish to obtain first-hand information. (simple)
4. English is _____ by many people all over the world. (speak)
5. The village is a very _____ place now from what it was when I was a boy. (difference)
6. What chemicals _____ together to make water? (combination)
7. I'm delighted with the _____ of our efforts. (successful)
8. Has he the _____ to do the work? (able)

Translation

IV. Translate the following sentences into English.

1. 谁对孩子们的教育负责?
2. 要测定一个人说话和书写的词汇量非常困难。
3. 这是改进人民生活条件的关键。
4. 我想学会阅读,但是我太老了,学不了啦。我希望我不仅能用英译阅读,而且能说一些英语。
5. 那很有趣,但是你能否细谈 (go into details) 一下?

Reading Passage

Changes in the English language

English, like all languages, is constantly changing. New words are added, other words are discarded. No person or group can stop the changing of a language.

How do new words come into the language? One of the ways is to make them out of materials already in the language. This process is going on right now through the methods of

compounding, shortening, blending and coining.

Compounding This method is very common in English. It involves putting two words together to make one word. Here are some examples of compound words.

housetop Dream Team bar code toothpicker

Shortening Shortening is also a common way to make new words in English. It involves dropping pairs of a longer word to form a new one. These shortened forms are new words in their own right.

Original Words	Shortened Words
bicycle	bike
airplane	plane
gasoline	gas
telephone	phone

Blending A less common but very interesting method of acquiring new words is the blending of two or more words, or parts of words, to get a new word.

Words Blended	Blend
motorist's hotel	motel
smoke and fog	smog
breakfast and lunch	brunch
television set	teleset

Coining Another way that words are made is pure invention, called coining, as a piece of money is coined from metal. There are many coined words, such as:

space-man clock-radio black hole cold war

【New Words】

constantly *adv.* 经常的, 不断的

discard *vt.* 丢弃, 抛弃

process *n.* 过程, 进程

compound *vt.* 使合成

shorten *vt.* 弄短, 缩短

blend *v.* 混合

coin *vt.* 创造 *n.* 硬币, 钱币

common *adj.* 平常的, 普通的

involve *vt.* 包含; 涉及

code *n.* 代码; 法规

toothpicker *n.* 牙签

drop *v.* 落下, 降下 *n.* 滴

form *v.* 形成 *n.* 形式, 表格

original *adj.* 最初的, 最早的

gasoline *n.* 汽油

acquire *vt.* 获得, 取得, 学到

motorist *n.* 乘汽车旅行的人, 驾驶汽车的人

smog *n.* 烟雾

brunch *n.* 早午餐

in one's own right 凭本身的头衔 (资格, 质量等)

Exercise

Choose the best answer for each of the following sentences.

- How many ways to make new words are mentioned in the passage?
A. One. B. Two. C. Three. D. Four.
- Which method involves putting two words together to make one word?
A. Compounding. B. Shortening.
C. Blending. D. Coining.
- According to the passage, which of the following words is the original word of the shortened word "maths"?
A. Manufacture. B. Mathematics.
C. Management. D. Mathematical.
- In paragraph 5, what does the word "acquire" mean?
A. To make. B. To borrow. C. To get. D. To guess.
- After reading the passage, can you give some examples of new words of compounding, shortening, blending and coining? Here are some of the examples which may give you some help.

Compounding

Shortening

Blending

Coining

hometown

exam

medicare

mini-car

Text B

How to be a successful language learner?

“Learning a language is easy. Even a child can do it!”

Most adults who are learning a second language would disagree with this statement. For them, learning a language is a very difficult task. They need hundreds of hours of study and practice, and even this will not guarantee success for every adult language learner.

Language learning is different from other kinds of learning. Some people who are very intelligent and successful in their fields find it difficult to succeed in language learning. Conversely, some people who are successful language learners find it difficult to succeed in other fields.

Language teachers often offer advice to language learners: “Read as much as you can in the new language.” “Practice speaking the language every day.” “Live with people who speak the language.” “Don’t translate, try to think in the new language.” “Learn as a child would learn; play with the language.”

But what does a successful language learner do? Language learning research shows that successful language learners are similar in many ways.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again. They try to learn from their mistakes.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and they ask these people to correct them when they make a mistake. They will try anything to communicate. They are not afraid to repeat what they hear or to say strange things. They are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in

the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to communicate with these people and to learn from them. They find it easy to practice using the language regularly because they want to learn with it.

What kind of language learner are you? If you are a successful language learner, you have probably been learning independently, actively, and purposefully. On the other hand, if your language learning has been less than successful, you might do well to try some of the techniques outlined above.

【New Words】

successful *adj.* 成功的

disagree *vi.* (with) 有分歧, 不同意; 不一致, 不符

statement *n.* 声明, 陈述

guarantee *n.* 保证, 担保, 保修

intelligent *adj.* 聪明的, 明智的

conversely *adv.* 相反地

independent *adj.* 独立的, 自主的

pattern *n.* 型, 模式, 样式; 花样, 图案

guesser *n.* 猜测者

clue *n.* 线索, 提示

conclusion *n.* 结论, 推论

communicate *vi.* 通讯, 交流, 交际 *vt.* 传达, 传播

communication *n.* 通讯, 交流; 传达; [*pl.*] 通讯联系, 交通工具

inexact *adj.* 不准确的, 不精确的

incomplete *adj.* 不完整的

regularly *adv.* 整齐地, 经常地, 定期地

purposefully *adv.* 有目的地, 蓄意地

technique *n.* 技术; 技巧, 手艺

outline *vt.* 概括, 提出要点 *n.* 轮廓; 大纲, 提纲

【Phrases & Expressions】

disagree with 与……有分歧, 不一致

first of all 首先, 第一

depend on 依赖, 依靠; 依……而定

be willing to 愿意, 乐意

be interested in 对……感兴趣

on the other hand 另一方面

Exercises

Comprehension of the Text

I. Choose the best answer for each of the following sentences.

1. A successful language learner must _____.
 - A. be very intelligent
 - B. depend on a good book or teacher
 - C. try always to speak correctly
 - D. try to learn the new language independently, actively, and purposely
2. Which of the following would most probably not be a piece of advice offered by a language teacher?
 - A. Never guess the meaning of a word.
 - B. Don't translate — try to think in the new language.
 - C. Find every chance to speak the language.
 - D. Read as much as possible in the new language.
3. The expression "play with the language" in Para. 4 means to _____.
 - A. learn the language to play with a child
 - B. learn the language from a child
 - C. learn the language in a more natural way
 - D. use the language as a toy
4. According to Para. 7, thinking in the language is more important than knowing the meaning of the every word of the language. Why?
 - A. Knowing the meaning of every word is useless.
 - B. Thinking in the language is easier than knowing the meaning of every word.
 - C. Knowing the meaning of every word requires more time.
 - D. When thinking in the language, you are using the language in an active way.
5. The word "techniques" in the last line of the text can not be replaced by _____.
 - A. methods
 - B. skills
 - C. tools
 - D. reasons

Vocabulary

II. Fill in the blanks with the suitable words from the list given below.

statement therefore intelligent similar regularly outline
 instead of conversely more than inexact incomplete clue
 technique communicate

1. _____ fewer mistakes, there were more in his writing.
2. It rained, _____ the game was called off.

3. Just because they make _____ money _____ I do, they think they can be so proud.
4. You aren't boring me. _____, I find what you say most interesting.
5. Many examples of _____ translation were found in this book.
6. He is learning the _____ of painting.
7. The railway bridge is _____ by bright electric lights.
8. We can _____ with people in most parts of the world by telephone.
9. He _____ visited her in the afternoon.
10. Have any _____ been found that can help the police find the thief?
11. His power of making _____ decisions surprised us all.
12. The teacher asked her students to finish the _____ sentences.
13. The two plans are _____ but not the same.
14. The president is to make a _____ tomorrow.

Translation

III. Translate the following sentences into English.

1. 研究表明,成功的语言学习者在许多方面有共同之处。
2. 语言学习是一种主动的学习,学习者应该利用一切机会运用语言。
3. 老师经常将成功的语言学习经验传授给我们。
4. 他们发现要掌握一门外语是困难的。
5. 这项研究表明成功人士在许多方面是相似的。

Reading Passage

Language

When we want to tell other people what we think, we can do it not only with the help of words, but also in many other ways. For instance, we sometimes move our heads up and down when we want to say "yes" and we move our heads from side to side when we want to say "no". People who can neither hear nor speak (that is, deaf and dumb people) talk to each other with the help of their fingers. People who do not understand each other's language have to do the same. The following story shows how they sometimes do it.

An Englishman who could not speak Italian was once traveling in Italy. One day he entered a restaurant and sat down at a table. When the waiter came, the Englishman opened his mouth, put his fingers in it, took them out again and moved his lips. In this way he meant to say, "Bring me something to eat." The waiter soon brought him a cup of tea. The Englishman shook his head and the waiter understood that he didn't want tea, so he took it