

少数民族高层次骨干人才  
硕士研究生基础强化培训教材（试用）

# 英 语

教育部少数民族高层次骨干人才  
硕士研究生基础强化培训教材编写委员会 编

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# 前言

大力培养少数民族高层次骨干人才是实践“三个代表”重要思想、落实科学发展观、全面建设小康社会的迫切需要,是贯彻党的民族政策、增强民族团结、维护祖国统一的现实需要,是贯彻科教兴国战略、推进西部大开发战略的重大举措,是内地高校责无旁贷的政治任务。

为顺利实施国家“少数民族高层次骨干人才”培养计划,适应“少数民族高层次骨干人才”硕士研究生基础强化培训教学的需要,教育部民族教育司组织编写了《古典文学》、《现当代文学》、《高等数学》、《线性代数》、《概率统计》、《信息技术》、《英语》、《马克思主义理论》、《民族理论与民族政策》等“少数民族高层次骨干人才”硕士研究生基础强化培训系列教材。本套教材的使用对象为参加“少数民族高层次骨干人才”硕士研究生基础强化培训的学生。

按照教育部对硕士研究生基础强化培训的教学要求,本套教材参照近年来少数民族本科毕业生的普遍水平,以及少数民族学生在研究生入学考试中的重点难点,遵循强化基础、突出重点的原则进行编写,使这套教材的基础课程综合水平达到攻读硕士研究生课程的基本要求,从而全面提高学生的科学和人文素养,增强学生的实践能力和科研创新能力,为在西部大开发和民族地区发展中的骨干打下坚实的知识基础。

由于时间仓促,教材中难免有疏漏或不足之处,希望各地有关学校在试用中提出宝贵意见,以待今后进一步修订。

# 编写说明

为了配合“全国少数民族高层次骨干人才硕士研究生预科班”项目的实施,更好地完成研究生预科班英语教学的任务,我们参照少数民族高层次骨干人才硕士研究生预科班《大学英语教学大纲》(试行),挑选在教学一线多年从事英语教学的老师编写了这套硕士研究生预科班《英语》强化教材。教材吸取外语教学中行之有效的经验和方法,借鉴国内外先进的外语教学理念,选编了反映社会、科技、文教、体育、环保等诸多领域的听说读写素材,辅以大量针对性的练习,旨在提高学员的英语综合能力,为他们下一步顺利进入研究生课程的学习打下坚实的基础。

在本书的编写过程中,我们得到了教育部民族教育司各位领导的关心和大力支持,在此表示感谢。我们非常感谢北京外国语大学杨学义教授、王立弟教授对编写工作的指导和大力支持。来自北京邮电大学的应娅舒教授、西南大学的张家政副教授、中央民族大学的刘雪莲博士也对本书的编写提出了宝贵的意见和建议,在此表示衷心的感谢。编写过程中,编者还得到各兄弟院校的领导和老师的积极配合,我们向他们表示感谢。

本书的部分文章选自国内外的报纸杂志,由于时间仓促,未来得及与原著者一一取得联系,在此深表歉意,同时也表示感谢。

我们衷心希望使用本套教材的老师和学员以及各界人士对本书提出批评和改进意见及建议,以便再版时修改。

编 者

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# UNIT ONE

## Section One: Listening and Speaking

### Likes and Dislikes

#### Hints

Everybody has his or her likes and dislikes. In everyday conversation we often talk about our likes and dislikes in music, films, fashion and so on and need to learn to express our likes and dislikes in various ways.

#### A Sample

**Cathy:** Oh, he! Can you turn that up a little?

**Dick:** Sure. Do you like jazz?

**Cathy:** Oh, yes, I love it.

**Dick:** Really? So do I. What kind of jazz do you like?

**Cathy:** Oh, all kinds, but especially fusion.

**Dick:** How do you like Dixieland?

**Cathy:** It's all right, but I'm not really crazy about it.

**Dick:** Nor am I. I like a mellow sound. What's your favorite band?

**Cathy:** Well, I think I like Chuck Mangione best.

**Dick:** Me, too. I think he's terrific. Do you like going to concerts?

**Cathy:** Sure, but I like listening to records more. I can't stand mobs of pushy people.

**Dick:** Yeah, I know what you mean.

#### Notes

turn up 开大, 调高

jazz /dʒæz/ *n.* (20 世纪产生于美国的一种舞曲性音乐) 爵士乐

especially /is'peʃəli/ *adv.* 特别, 尤其

fusion /'fju:ʒən/ *n.* 爵士摇滚乐

Dixieland /'diksɪlənd/ *n.* 爵士音乐的一种(盛行于美国南部各州)

crazy /'kreɪzi/ *adj.* 疯狂的, 狂热的

mellow /'meləu/ *adj.* (声音)圆润的 成熟的,老练的

band /bænd/ *n.* 乐队

Chuck Mangione 恰克·曼裘尼。他出生于纽约附近的小城 Rochester,世界顶级爵士乐演奏家,也是 70 年代的爵士乐名家,一直演奏既高雅又有魅力的旋律。

terrific /tə'rifik/ *adj.* 棒极了

record /'rekɔ:d/ *n.* 唱片

mob /mɒb/ *n.* (集合词)暴徒,乌合之众,(盗贼等的)一群

### Data Bank

#### Asking about likes and dislikes

What is it you don't like about winter weather/movie?

What's your favorite sport/color/food?

Who is your favorite film star?

Which do you prefer, fishing or mountain-climbing?

What do you like best, apples, pears, or bananas?

What do you like to do in your spare time/at weekends?

What do you dislike most about this movie/the play?

What's your favorite pastime?

What do you like best about the movie/song?

Why do you dislike the medicine/your teacher so much?

#### Answering questions about likes and dislikes

I don't like it when the weather gets real cold.

I can't stand summer weather.

I like football/volleyball best.

Red/Football is my favorite.

He's crazy about Michael Jordan.

She hates boxing.

She is sick of watching boxing/football game.

She has good taste in clothes/music.

I like collecting stamps/swimming/jogging.

I prefer tea to coffee.

I would rather sleep than watch this movie.

The thing I don't like about driving is all the traffic on the road.

He doesn't like the idea of going to bed early.

I like to play tennis, but I'm not a very good player.

I don't like the taste of the medicine, but I will take it anyway.

I don't like spinach even though I know it's good for me.

I'm afraid you're being too particular about your food/clothes.

He always finds fault with everything.

She doesn't like anything I do or say.

### Notes

spinach /'spɪnɪdʒ; (US) 'spɪnɪtʃ/ *n.* 菠菜

fault /fɔ:lt/ *n.* 过错, 缺点, 故障, 毛病

### Listening for Consolidation

**Directions:** In this part you will do four tasks. After listening to each recording, finish the exercises below according to what you hear.

#### Task 1

Listen and choose the best answer from A, B or C to each of the following statements.

- Tom used to like \_\_\_\_\_.  
A. camping out in the summer      B. hitch-hiking      C. traveling by plane
- Harry used to like \_\_\_\_\_.  
A. traveling to work  
B. camping out in the summer  
C. traveling by car or train
- Tom likes traveling \_\_\_\_\_.  
A. by plane      B. by ship      C. by train
- Harry likes \_\_\_\_\_.  
A. traveling by plane  
B. feeling the ground under his feet  
C. traveling to work

#### Task 2

Listen and fill in the blanks according to what you hear.

A: What would you rather see?

B: Funny movie.

A: Where \_\_\_\_\_ you like \_\_\_\_\_ to sit?

B: Front.

A: When \_\_\_\_\_ you \_\_\_\_\_ to go?

B: To a matinee (日场).

A: What \_\_\_\_\_ you \_\_\_\_\_ from the snack bar?

B: Popcorn.

#### Task 3

Listen and answer the following questions.

- Does Mary have any favorite male movie stars?
- Does Mary like old movies?
- Who is Mary's favorite movie star in old movies?

#### Task 4

In this part, you will hear a longer conversation. Listen and do the true or false exercises. Write T for true and F for false.

1. ( ) Lucy is not a singer.
2. ( ) Lucy likes the flute.
3. ( ) Lucy plays the piano very well.
4. ( ) Lucy doesn't like opera.
5. ( ) Lucy can play guitar, flute and piano.

#### Oral Activities

##### A. Role Play

Make up dialogues based on the following situations.

1. Jane is reading a newspaper article about Super Girl. She asks Xiao Mei, her friend, about her opinion on super girls. Xiao Mei thinks super girls have both positive and negative influence on Chinese teenagers.
2. Two friends are talking about a film they have seen recently. One thinks it interesting but the other disagrees.
3. David is discussing Michael Jackson's singing with a friend. The friend does not like it very much, but David does.

##### B. Group Discussion

The casting call for a remake of the 1987 CCTV classic, Dream of the Red Mansion, is being held at the Grand View Garden in Beijing. Among the Twelve Beauties of Jinling from Dream of the Red Mansion, which character do you like best? Why?

#### Additional Listening Exercises

**Directions:** The following is a speech made by Nelson Mandela. You will hear the recording three times. Listen and fill in the blanks according to what you hear.

Then I slowly saw that 1 was I not free, but my brothers and sisters were not 2. I saw that it was not just my freedom that was curtailed (剥夺), but the 3 of everyone who looked like I did. That is when I joined the African National Congress, and that is when the 4 for my own freedom became the greater hunger for the freedom of my 5. The chains (锁链) on any one of my people were the 6 on all of them. The chains on all of my people were the chains on 7.

It was during those long and lonely years that my hunger for the freedom of my own people became a hunger for the freedom of all people, 8 and 9. I knew as well as I knew anything that the oppressor (压迫者) must be liberated (解放) as surely as the oppressed (被压迫者).

When I walked out of 10, that was my mission (使命), to 11

\_\_\_\_\_ the oppressed and the oppressor both. Some say that has now been achieved. But I know that is not the case. The truth is that we are not yet free; we have merely (仅仅) achieved the freedom to be free, the right not to be \_\_\_\_\_ 12 \_\_\_\_\_. We have not taken the final step of our journey, but the first step on a larger and even more difficult road.

I have walked that long road to freedom. I have tried not to falter (畏缩, 踌躇); I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more \_\_\_\_\_ 13 \_\_\_\_\_ climb. I have taken a moment here to rest, to steal a view of the glorious (美好的) vista (峡谷风光) that surrounds me, to look back on the distance I have come. But I can rest only for a \_\_\_\_\_ 14 \_\_\_\_\_, for with freedoms come \_\_\_\_\_ 15 \_\_\_\_\_, and I dare not linger (逗留), for my long walk is not yet ended.

## Section Two: Reading

### Pre-reading Discussion

1. What do you think of press freedom and press responsibility?
2. How is news gathered in China? After a reporter has written a story, does someone else read and check it, or is it immediately published?

### A Lesson in Journalism

(from Educator's English)

It was a Friday afternoon in early spring—the end of a long week and the beginning of a promising weekend. I had just finished my last class and had less than an hour to get my column to the newspaper office more than twenty-five miles away. As a fledgling journalism student, I had landed a job with the local newspaper writing about events at my college. The newspaper had made the mistake of paying me by the inch, so I was always eager to find one more bit of news, and I inevitably pushed my deadline to the limit as I scrounged around for information.

That day, my column was unusually short, and I needed the spending money, so I decided to search for one last story. As I looked hastily around the campus, I noticed a poster announcing a new exhibit in the art gallery. That should be worth three or four inches, I thought. I glanced at my watch—just enough time to check out the exhibit, jot down some copy, and speed to the newspaper office.

The gallery was all but deserted. The exhibit was composed of an odd collection of strangely formed pottery—all in dull, desert tones. Each piece was accompanied by a card covered with typed details. I quickly surmised that I didn't have time to read them all and get my column in on time, so—in desperation—I rushed up to the only other spectator in the gallery. He was a student I didn't know dressed casually in blue jeans and a faded blue



shirt, obviously a cowboy.

"Excuse me, but what is this? Where did this pottery come from?" I asked—not in my best interview form.

"Huh? Mmm. This is ancient Apache pottery that was dug up when they built the school here. This is old Apache country, you know."

I could see he was gearing up to give me a long history of the area, so I thanked him and rushed to my car. What a story—ancient Apache pottery—that's worth at least five inches. Without further thought, I jotted down the story, rushed to the office and turned in my column with a great sense of satisfaction.

The following Monday, as I entered my journalism class, I knew something was wrong. The art teacher and my journalism teacher were in a huddled conversation, and a copy of my column was on the teacher's desk. The art teacher gave me a chilling glance as he pushed past me, and I waited tensely for the class to begin.

"This morning, I would like to show you an excellent example of terrible journalism," my teacher began. "A student from this class turned a story in to the newspaper without checking any of its details. As a result, she attributed to the ancient Apaches a collection of pottery made by the wife of our college's art teacher. The art teacher's wife was not flattered. We have had no response from the Apaches."

I slid down in my chair, hoping no one would notice me. The art teacher's wife! How could I have made such a mistake? If only I had looked more carefully at the pottery. If only I had asked the art teacher instead of that student.

I was humiliated, and the story of my mistake spread quickly across campus. I printed a correction and wrote a letter to the art teacher's wife, but my reputation as a journalist was ruined, and so was my enthusiasm for adding extra inches to my column.

My mistake was serious only to me, my journalism teacher, and the art teacher's wife, but it was the kind of mistake that illustrates the delicate balance between press freedom and press responsibility. I had taken a sacred freedom and treated it with callous disregard by not recognizing that the responsibility to be accurate is equally sacred. My mistake was a small one, but the same kind of mistake—using the press for personal gain—tests the limits of the First Amendment every day, resulting in pornography and exploitation, in invasion of privacy, and even in threats to national security. A free press is essential in a free state, but an irresponsible press can destroy the principles the First Amendment attempts to safeguard.

### Words & Expressions

promising /'prɒmisiŋ/ *adj.* 有希望的; 有前途的

column /'kɒləm/ *n.* 专栏

fledge /fledʒ/ *v.* 长到羽毛丰满, 长到能够飞翔

journalism /'dʒɜːnəlizəm/ *n.* 新闻业; 新闻学