

21世纪高等职业教育规划教材

高职英语基础强化教程

翟天利 主编



國防工業出版社

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21 世纪高等职业教育系列教材

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国防工业出版社

· 北京 ·

内 容 简 介

本书由具有多年大学英语教学经验的教师针对高职新生的特点精心设计和编写而成。本教程由15个单元构成,每个单元包括5个部分。第1部分是本书编写的一大特色。在这一部分中,作者针对中国学生不易掌握的英语语言现象,通过中英文各自语言特点之间的对比进行了深入浅出的讲解。第2部分的针对性强化训练和第3部分的阅读理解可以使学生更好地理解 and 运用第1部分所学的内容。第4部分和第5部分为学生提供了轻松的语境,帮助学生张口说英语。

本教程适合于高职各专业的新生在一年级第一学期使用。通过对本书的学习,学生可以掌握英语的基本特点,在理解的基础上学习英语、运用英语,为进一步提高英语水平打下坚实的基础。

由于编写简明实用,该书也适合于广大英语爱好者自学使用。

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前 言

随着我国高等教育的飞速发展,高等职业教育逐渐实现了其在国民经济发展中的重要地位。为了培养出适应全球化竞争的高级技术人材,高职英语这门课程承担着艰巨的任务。

为了检验高职高专学生是否达到了“高职英语”这门课程的教学要求,教育部设置了高等学校英语应用能力考试。这是一项全国性的统一测试,考生可以获得相应的合格证书或优秀证书。这项考试成绩不仅是对这门课程教学效果的检验,也是社会对高职高专学生英语水平的一种认可标准。

但是相当多的高职高专学生在修完这门课程后达不到高等学校英语应用能力考试 A 级或 B 级的要求。其主要原因是高职高专学生在入学时的英语基础比较薄弱,他们在接受中等教育阶段,没有养成良好的英语语言学习方法。在中等教育机构、社会以及家长们的严重的应试教育倾向的压力下,学生们为了应付无数的考试而死记硬背,结果是只见树木不见森林。追求考试技巧多于知识理解和能力应用,主观臆断多于推测归纳。英语是一门实践课、熟练课,死背一些所谓的固定搭配,猜蒙选择题,结果就像雾中看花,只是围着英语的大门口转,就是不能登堂入室。有些同学甚至对英语学习产生厌倦情绪。这就是夹生饭效应。

为了解决这个瓶颈问题,北京培黎职业学院成立了科研课题组,组织专家、学者和第一线教师进行了细致的调查研究,编写出了这本《高职英语基础强化教程》。本教材不是要重复系统地讲述英语语法知识,而是针对中国学生在英语学习中所感觉到的最基本、最困难的语言现象进行中英文特点的对比,从而使中国学生有意识地了解到中英文之间的主要区别及各自的语言特点;通过对中英文特点对比的讲解和大量配套练习,使学生们掌握英语的“尾重原则”,初步掌握以英语为母语的人们的思维特点。通过这样的训练,学生们不是在学习英语知识,而是初步掌握运用英语的能力。具备了这样的英语语言基础之后,就会很快取得长足的进步。

本教材既可以用于课堂教学也适合于自学,因此它也适用于广大的英语爱好者,特别是想在短期内使英语水平有较大提高的读者。

本书附录中有高等学校(专科)英语应用能力考试大纲、2 套真题及 4 套 B 级测试题。书中若有不妥之处,敬请读者指正。

编 者

使用指南

本教材的编写体例不同于一般的英语教材。它不是以课文为中心,而是以中国学生不易掌握的英语语言现象为中心,并围绕其编写了强化练习材料。这就是每一单元的第一部分“语言点导学”。这部分内容是作者集几十年的教学经验和对英语的理解,对中国学生不易掌握的英语语言现象通过中英文语言特点的对比进行了深入浅出的讲解。

本教材由 15 个单元构成,每个单元包括 5 个部分。第 1 部分教师可以做重点讲解并补充适当例句。第 2 部分的强化练习主要由学生实践,教师进行重点讲解,总结规律。第 3 部分的 4 篇阅读文章都分别围绕一个特定主题。4 篇文章的排序是先易后难。第 4 部分和第 5 部分内容轻松有趣,可以在授课开始进行,作为热身活动,也可以在授课中间进行,调节教学气氛。第 5 部分也可以作为口语训练素材,锻炼学生的问答能力。

教学目标:

第 1 单元~第 5 单元,培养学生敢于张口,能够进行初步的英语听、说的交际能力,从而树立学好英语的信心。

第 6 单元~第 10 单元,培养学生在较复杂的句子层次上的交际能力。

第 11 单元~第 13 单元,培养学生达到基本的语篇层次上的理解能力。

本教材的教学宗旨是使学生掌握英语的基本特点,在理解的基础上学习英语、运用英语。

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Unit One Language Learning 语言学习

Golden Sayings

A gentle hand may lead the elephant with a hair.

只要方法得当,一根头发就可以牵着大象走。

Dexterity comes by experience.

熟能生巧。

Part I Guide of Language Focus 语言点导学 ——英语主要句型的各种疑问及否定形式

英语句子的疑问和否定形式对于中国学生来讲,如果能大致地了解英语和汉语的主要差别并做一定的分析,就可以在学习英语的过程中克服母语所产生的干扰。同时,对英语句子的结构就会理解得更深,使用起来就会自然、流利,达到事半功倍的效果。

英语和汉语句子的主要成分(如主语、谓语(动词)、宾语或表语)的词序基本相同。请看下面的句子:

(1) The earth produces all things. 大地生万物。

(2) All things are produced by the earth. 大地生万物。

这两个英语句子表达的是相同的意思,但是这两个句子的词序不一样。第一个句子中的谓语动词 produces 变成了第二个句子中的 produced。而相对应的中文在词序上不能做这样的变化。我们肯定不能说“万物生大地”。为什么英语句子中的词序可以变化而中文句子的词序要相对固定呢?这是因为英语中的谓语动词有形态变化,比如第一句中的 produces 变成了第二句中的 produced。produced 前面加上助动词(虚词) are 就构成了英语中的被动语态。由此,可以知道谓语动词的形态变化,词序和虚词是表达英语句子语法意义的三个手段。中文动词没有变化。无论是过去、现在还是将来,无论是主动还是被动,中文的“生产”这个字总是这么一种形式。因此,中国学生在学习英语时如果有意识地注意英语句子结构的这三个手段,并经过反复练习就可自然地说,写出地道的英文。

学习一门外语的目的很简单,就是为了交际、交流。所以,学习外语主要不是学习语言知识,而是要培养听、说、读、写和译的交际能力。无论是练习听、说还是读、写,首先要掌握英语的基本句型结构。语言学家把英语句子总结出几十种句型。但是从实用的角度出发,万变不离其宗,只要掌握主系表和主谓(宾)两大句型就可以了。这两个句型配以动词形态变化,词序和虚词就产生了无数地道的英语句子。

人们在进行语言交流时,第一要会提问题,第二才是做出肯定或否定的陈述。中文和英文的肯定句在词序上基本是一样的,但是在疑问句和否定句中词序有很大差别。汉语疑问句、否定句通常靠一些助动词构成,词序并不发生变化;而英语主要靠词序来构成这

两种形式。所以,熟练掌握这两大句型的疑问式和否定式就可以达到初步的用英语交流的能力。有很多同学在中学阶段英语考试成绩不错,但是,有时还会说出或写出下面这样的中文式英语句子。

例如:(1) You already have had breakfast? 你们已经吃过早饭了吗?

(2) Why you study English? 你们为什么学习英语?

这两句的正确形式应该是:

(1) Have you had your breakfast yet?

(2) Why do you study English?

1. 主语 + 连系动词(be) + 表语结构的疑问形式

如果只就英语句子的疑问形式而言,可以把谓语包含 be 成分的英语肯定句子都做同样的处理。例如,进行时的 to be + v + ing,被动语态的 to be + v + ed 和 there be 句型。

1) 一般疑问句的构成

只要将谓语部分中的 to be 倒装到主语前即可。

例如:(1) Love is blind.

Is love blind?

(2) They are watching TV.

Are they watching TV?

(3) The building was building 10 years ago.

Was the building built 10 years ago?

(4) There was a meeting yesterday.

Was there a meeting yesterday?

2) 特殊疑问句的构成

关键要掌握 who, whom, whose, what, which, why, how, when 和 where 这些常用的特殊疑问句的词义。特殊疑问词在句首,其后紧接 to be 即构成特殊疑问句。

例如:(1) Why is love blind?

(2) What are they doing?

(3) When was the building built?

(4) When was there a meeting?

2. 主语 + 连系动词(be) + 表语结构的否定形式 to be + not 即构成否定形式

例如:(1) Love is not blind.

(2) They are not watching TV.

(3) The building was not built 10 years ago.

(4) There was not a meeting yesterday.

补充说明:

凡是谓语中用到了助动词 to have (构成完成时)或情态动词 must, can, could, may, might, shall, should, will, would 等时,在一般疑问句中这些词放在特殊疑问词之后。

例如:(1) Have you ever been to China?

(2) How could you be so careless?

否定句的构成是助动词 to have + not 或 情态动词 + not。

例如:(1) I have not been to China.

(2) I could not be so careless.

3. 主语 + 谓语(实意动词) + (宾语)的疑问形式

1) 一般疑问句的构成

在主语前加助动词 to do。

例如:(1) Does he like swimming?

(2) Did you go there yesterday?

2) 特殊疑问句的构成

在一般疑问句形式前加上特殊疑问词。

例如:(1) Why does he like swimming?

(2) How did you go there yesterday?

4. 主语 + 谓语(实意动词) + (宾语)的否定形式 to do + not (don't, doesn't, didn't)

例如:(1) He does not like swimming.

(2) I did not go there yesterday.

补充说明:

和主系表结构一样,谓语部分中有助动词 to have(构成完成时)或情态动词 must, can, could 等时,一般疑问句中这些词倒装到主语前,在特殊疑问词之后。

例如:(1) Have you found a new job?

(2) What can he mean? (他的意思究竟是什么?)

否定句构成是助动词 to have + not, 情态动词 + not。

例如:(1) I have not (haven't) found a new job.

(2) He can not (can't) mean that. (他肯定不是那个意思。)

实用总结:同学们可以简单地把英语疑问句的构成记做三大类。

(1) 主系表结构中 to be 倒装。

(2) 主谓(宾)结构中助动词 to do 倒装。

(3) 谓语部分如果有助动词 to have 或情态动词时,这些词倒装。

Part II Intensive Exercises on Language Focus

针对性强化训练

1. Read the following jokes and then do the exercises.

Joke 1

Sing Your Heart Out

There was a little girl whose mother was very strict. Her mother tried to make her

daughter behave in a very decent manner, but the girl was still three and half years old. One day the family went to a party, and in the middle of the party the girl cried, "Mommy I want to go restroom." This drew a lot of attention and the mother felt embarrassed about her daughter. At home she advised that whenever she wants to go restroom she should say, "I want to sing."

After a couple of days the girl's grandfather came to visit them. She liked her grandfather very much. At night, she slept with her grandfather, who put her to sleep with a story. After a couple of hours, she woke up and said, "Grandpa I want to sing." The grandpa was afraid of causing a disturbance past midnight if the girl began singing, so he told her in a very low voice, "Baby if you want to sing, sing in my ears."

Exercise:

Put the following sentences from the joke into their interrogative form.

- (1) There was a little girl whose mother was very strict. (一般问句)
- (2) The mother tried to make her daughter behave in a decent manner. (一般问句和 who 疑问句)
- (3) The girl was still three and half years old. (一般问句和 how 疑问句)
- (4) One day the family went to a party. (一般问句和 when, where 疑问句)
- (5) The mother felt embarrassed about her daughter. (一般问句和 how 疑问句)
- (6) After a couple of days, the girl's grandfather came to visit them. (一般问句和 who, whom 疑问句)
- (7) At night, she slept with her grandpa. (一般问句和 whom 疑问句)
- (8) The grandpa was afraid of causing a disturbance past night if the girl began singing. (一般问句和 why 疑问句)

Joke 2

A Test

The Los Angeles Police Department (LAPD), the FBI, and the CIA are all trying to prove that they are the best at apprehending criminals. The President decides to give them a test. He releases a rabbit into a forest and each of them has to catch it.

The CIA goes in. They place animal informants throughout the forest. They question all plant and mineral witnesses. After three months of extensive investigation they conclude that rabbits do not exist.

The FBI goes in. After two weeks with no leads they burn the forest, killing everything in it, including the rabbit, and they make no apologies.

The LAPD goes in. They come out two hours later with a badly beaten bear. The bear is yelling, "Okay! Okay! I am a rabbit! I am a rabbit!"

Exercise:

- (1) They are all trying to prove that they are the best. (一般问句和 why 疑问句)

- (2) The President decides to give them a test. (一般问句和 who, what 疑问句)
(3) He releases a rabbit into a forest. (一般问句和 what, where 疑问句)
(4) They question all plant and mineral witnesses. (一般问句)
(5) They make no apologies. (一般问句)

2. Question and answer exercises.

下面是最常用的英语日常用语和课堂用语。

(1) 日期。

What is the date today?

What date is it today?

What's today's date?

What day is it?

What month is it?

What year is it?

What's the date next Thursday?

What was the date last Wednesday?

What day is the 15th?

Is the 19th a Friday or Saturday?

What month follows/comes after June?

What is the day before Tuesday called?

(2) 时间。

What time is it?

What's the time?

What time do you make it?

Have you got the right time?

Do you have a watch?

注: What time do you make it? 是常用口语体。它的回答方式可以是以下两种。

I make it ten to seven.

I make the time five past two.

(3) 天气。

What is the weather like?

Is it cold or hot?

What is the forecast for next week?

What temperature is it?

Is it below freezing?

How many degrees below is it?

Do you think it will snow?

What season is it?

Is it raining/ snowing/ sleeting/ hailing/ thundering?

(4) 身份。

Who are you?

What is your name? How do you spell it?

What is your English name?

Where do you live?

What is your address?

Where are you from?

Where do you come from?

Whereabouts is that?

Whereabouts in Beijing do you live?

How old are you?

Have you any brothers and sisters?

What are their names?

Which school do you go to?

Whose class are you in?

Who is your class teacher?

Who is your English teacher?

(5) 兴趣爱好。

What are you interested in?

Have you got any hobbies?

What do you do in your spare time?

Do you play ice-hockey/ baseball/ football/ volleyball?

Do you go to the cinema a lot?

What do you do at weekends?

How do you spend your evenings?

Are you in any clubs?

Are you a member of any clubs?

What do you usually do on Friday?

Have you ever been to Beijing?

Where did you spend your summer holidays?

What do you hope to become?

Have you any plans for the summer/ the future?

(6) 观点。

What did you think of it?

How did you like it?

How did you find it?

Did you think it was worth going?

What was your impression of it?

What was your opinion of the film?

Was it to your liking?
 Did you enjoy it?
 Did you find it boring?
 Which parts did you like most?
 Was there anything you didn't like about the story?
 (7) 选择, 偏爱。
 Which did you like better?
 Did you prefer this to the last chapter?
 Did you like this more/ better than last time?
 If you had to choose, which would you take?
 Which did you enjoy most of all?
 Would you rather go to Britain (or stay at home)?
 Would you rather read than listen to music?
 Who is your favorite actor/poet/singer?

Part III Reading Comprehension 阅读理解

Passage 1

Choose titles for the following paragraphs from the list below.

- A. Knowledge of the second language
- B. Peer group
- C. Degree of interaction
- D. Role models
- E. Language distance
- F. Motivation
- G. Home support
- H. Level of skill in one's native language
- I. Learning style
- J. Language attitude

Learning a Second Language

Why is learning a second language such a long process? Why is it so slow? Why can't we learn a second language as fast as our first language? What are the factors that affect the effectiveness of your learning? Aida Walqui researched a number of contextual factors and she found:

1. _____.

A specific language can be more or less difficult depending on how different from or similar it is to the native language of the learner. Walqui found that Dutch and Spanish students take almost 40% of the same time Arabic and Korean students take to learn English since those languages are non-European and less similar.

2. _____.

The more skill the learner has in his native language, the easier it should be to learn a second language. Thus, a lawyer in Chinese should be able to learn English faster than a taxi driver.

3. _____.

A student's prior knowledge of a second language is a big factor in his learning. This means that if you have developed a good base in vocabulary and grammar you should learn much faster.

4. _____.

When learners have a good attitude towards the target culture, they generally learn faster.

5. _____.

Younger students are heavily influenced by their peer groups. If their peers have a good attitude towards learning the target language, so will they.

6. _____.

When students see positive and realistic role models of people learning a second language they are motivated to succeed.

7. _____.

Support from home is important for second language learners. What is most important is that parents communicate their values toward the second language.

8. _____.

If the teaching style matches the learning style of the students, students tend to progress more rapidly.

9. _____.

If the student has strong motivation and is encouraged by the learning environment, he or she should improve faster.

10. _____.

The more chances given to learners to interact with the language, the faster the student generally develops.

All these factors are important for both the teachers and students to realize. Forced memorization and rigorous drills do not work. You need to work on many factors to succeed.

Passage 2

When one of my students commented to me that we hadn't seen each other for Donkey's years I was, to say the least, a little surprised. Without giving it too much thought I went on and complimented him on his English.

Being able to use the idioms of a second language is quite an achievement; it requires knowledge not only of the real meaning but also of the correct context.

Despite the difficulty, there seems to be a demand for this type of learning. Take a look