



普通高等教育“十五”国家级规划教材

总主编 戴炜栋
副总主编 蒋秉章

新世纪高职高专英语

NEW CENTURY ENGLISH
INTEGRATED COURSE


综合教程

(修订版)

主编 徐小贞 楼迎宪 杨亚军 周玉林

学生用书
STUDENT'S BOOK



 上海外语教育出版社
外教社



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修订版前言

普通高等教育“十五”国家级规划教材《新世纪高职高专英语》(综合教程)于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果,全面体现高职高专英语教学规律,突出“五项创新”,深受广大师生欢迎。为了使这套教材更加完善,上海外语教育出版社组织我国三所高职名校,深圳职业技术学院、上海第二工业大学、北京联合大学和华东师范大学职业技术学院的英语骨干教师对教材进行了全面修订。我们利用调查表和座谈会的形式,广泛征求用户和专家的意见和建议,并按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》,结合高职高专英语教学实际,在保留原有特色的基础上,本次修订主要作了以下改进:

一、每册课本更新了三分之一的课文,使课文内容更加引人入胜、题材更加丰富、体裁更加多种多样、语言点更加切合教学实际。**Read More**的部分内容也作了相应调整,以确保每单元围绕同一主题展开。

二、根据《基本要求》所附的词汇表和英美出版的英语单词词频统计,控制每课生词的数量、安排生词出现的顺序及重现的频率,并在每单元**New Words**后标注了生词量、生词率、纲内词、纲外词等信息,使学生更主动地把握词汇学习规律,提高教学效果。

三、对练习题进行了较大的修改,减少多项选择题型的数量,增加实际运用英语的题型,以提高学生的英语应用能力。

四、将原有**Work Out**中的**Grammar**(第一、二册)、**Usage**(第三、四册)两项改为**Grammar Tips**,有针对性地归纳语言现象中的重点、难点并配有相关练习。

五、根据《基本要求》中的“语言技能表”,全套教材安排了**Skill Building**。第一、二册训练阅读技巧,第三册训练写作技巧,第四册训练翻译技巧。这部分讲解言简意赅,强调技巧的实际应用,并通过相关练习加以掌握。

六、根据《基本要求》中的“交际范围表”,在第一、二册中增加了**Practical Reading**和**Practical Writing**两项内容,使英语应用能力的培养自始至终地贯穿于高职高专英语教学当中,同时也便于学生学完前两册教材后,即可参加全国《高等学校英语应用能力考试》。

七、为了使学生尽快适应大学英语学习,培养良好的学习习惯,在第一册中增加了**Study Guide**,以精炼、地道的英语介绍如何使用图书馆、合理安排时间、参与课堂讨论、避免考前紧张等。

八、为了突出主题学习,同时便于学生课外自学,提高学生学习兴趣,每单元后面介绍了互联网中相关的英语网站,教师可将学生分成小组,就本单元主题在互联网上搜集信息,并加以整理,然后在课堂上通过**Power Point**等方式加以展示。

九、在每单元后增加了**Memorable Quotes**,精选一些语言优美、内容健康的警句、格言等,供学生课后背诵,起到陶冶情操、丰富知识、提高文化修养的作用。

十、根据编者的教学实践和用户的意见反馈，纠正原书中的错误。

与教材配套的《教师手册》、《练习册》、《听力教程》也作了修订，并将“教师用书”与“教案”合并为《教师手册》，以更加方便教学。

本教材总主编为戴炜栋，副总主编为蒋秉章；本册主编为徐小贞（深圳职业技术学院）、楼迎宪（上海第二工业大学）、杨亚军（北京联合大学）、周玉林（深圳职业技术学院），参加编写的有邹渝刚、章国军、肖小军、苏文秀、杨文明、杨涌泉、宁天舒等。英美专家 Peter Luca 和 Michael E. Urey 协助修订和审阅。

上海外语教育出版社的领导对修订工作给予了大力支持，责任编辑杨自伍对修订版教材进行了精心策划和认真编审，谨此一并致谢。

由于编者水平和经验有限，疏漏之处在所难免，希望广大师生继续给予指教。

编 者

2003 年 5 月

修订版使用说明

一、教材框架

《综合教程》(修订版)每册共有10个单元,每个单元由十个项目组成: **Highlights** 设置在每单元开始的左栏醒目位置,提纲挈领地列出主要内容; **Lead In** 设置在每单元的开始,提供若干张与课文主题相关的图片和一些提示词,引导学生就课文主题展开讨论并写下要点; **Read In** 精选反映当代社会生活、科学技术、文教教育等各类主题且又贴近高职高专学生生活的原文作课文,并在课文的右侧及课文后面都编有涉及阅读理解和启发性的问题,旨在提高学生通过阅读提高语言输入能力。 **Focus On** 主要针对课文中出现的重要词语和表达方式进行练习,旨在使学生对语言输入进行加工处理并吸收消化; **Work Out** 对课文中出现的单词、词组和句子结构进行强化练习。练习形式多种多样,包括填空、联词成句和翻译等; **Read More** 有两篇与单元主题有关的短文,每篇短文后附有五个阅读理解选择题,旨在为学生提供与单元主题有关的更多语言输入并提高阅读理解能力; **Practical Reading** 和 **Practical Writing** 旨在培养学生实际从事涉外交际活动的语言应用能力。 **Study Guide** 为学生自主学习提供指导。 **Fun Time** 为学生创造轻松的语言氛围,增加学习的趣味性,提高学生的学习积极性。

二、处理词汇的方法:

1. 本套教材 **Lead In** 中主课文的 **New Words** 以《高职高专教育英语课程教学基本要求》为依据,凡《基本要求》标为A级或B级的词汇出现在主课文中,均作为生词处理,这类生词为纲内词。
2. 纲外词为超出《基本要求》的词汇,在生词表中,以 * 号标出。
3. 所有新单词均配有汉语释义,形容词和动词配有汉英文释义。释义以该单词的 **contextual meaning** 为首选,并附加一、两个常见意义。如果一个生词的 **contextual meaning** 超出《基本要求》,但该词仍被列入《基本要求》的,该词仍列入生词表。
4. 所有生词一般都标明词频,并在生词表后对单元的所有生词进行词频统计。
5. 生词表后,有选择地在 **Collocations** 一栏中列出常用英语词典未标明而学生又往往忽视、容易出错或未完全掌握的介词与名词、动词与介词的搭配。
6. **Phrases and Expressions** 标明课文中出现的《基本要求》应掌握的 **phrasal verbs** 和 **noun phrases**。
7. **Proper Terms** 标明课文中出现的专有人名、地名、事件等。
8. **Read More** 包括与单元主题有关的两篇文章,每篇后面有阅读理解题,旨在为学生提供与单元主题有关的更多语料并培养阅读理解能力,其中的新词或搭配用法用黑体显示,鼓励学生利用上下文等手段猜出词义。如无法猜出,可在书后的 **Glossary** 中查到单词释义。

与词汇相关的练习有:

1. Focus On 和 Work Out 部分为 New Words、Phrases and Expressions 以及课文中重要句型的配套练习,旨在通过相关练习帮助学生掌握相关词汇(及其变化形式),并能熟练运用常见词汇和句型,如造句、翻译等。
2. Vocabulary Snapshot 部分,给出 New Words 和 Phrases and Expressions 中词频较高,词义较丰富的常见单词和短语,选择五个词义较复杂的单词,给出相关例句,所有例句均选自权威原版词典。
3. Work Out I: 要求学生运用文中相关词汇和句式,通过灵活多样的形式重温课文重点内容。
4. Work Out II: 要求学生选择 Vocabulary Snapshot 所列的词汇完成句子,检测其掌握重点词汇的程度。
5. Work Out III: 要求学生用括号内单词的正确形式填空完成句子。括号内的单词均为 New Words 中列出的词,但不再使用 Vocabulary Snapshot 内的词语。
6. Work Out IV: 要求学生运用课文中出现的重要句型或词汇改写句子。

三、语法与句子结构:

Work Out 中的 Grammar Tips 是根据《基本要求》“语法结构表”,针对高职高专学生语法难点而编写的,其特点是涵盖面广,简明扼要,讲解与练习结合,以条目的形式对学生学习中不易掌握的语言点,包括词汇、结构、时态、语气及习惯用法等进行总结归纳。练习分为两个部分,专项与综合结合进行。前者旨在巩固前面讲述的语言点,而后者则着重对一段语篇中的各种语法现象进行综合练习。两者的练习形式都力求多样化,有改错、选择、填空、连词成句、句型转换等。

掌握基本句型的基本用法是打好英语基础的一项重要内容。针对第一版《新世纪高职高专英语教程》中对句子结构方面训练比较单薄的欠缺,修订版教材加强了句型结构训练的力度,充分发掘课文中的基本句型,举一反三,反复操练。通过该项练习,学生不仅掌握了课文中出现的句型,而且能够加以灵活应用,日积月累,收益甚大。

四、语言技能

为了更好地贯彻《高职高专教育英语课程教学基本要求》中提出的对高职高专学生掌握英语技能的要求,本套教材在修订版中按照《基本要求》所附的“语言技能表”的内容,在一至四册中分别增加了 Reading Skills, Writing Skills, Translation Skills, 让学生全面了解和掌握基本的语言技能,使整套教材的内容更全面,结构更完整。每一单元中的小短文均按照学生的学习规律和语言教学规律设计,文章短小精悍,语言简洁地道,以循序渐进的方式有针对性地向学生讲授一些最基本的语言学习技能,并在文章后附有小练习供学生自测。本部分可供学生课后自学,在课时允许的情况下,也可由教师做适当讲解。

五、语言交际

为了使学生在打好语言基本功的同时,也掌握实际应用英语的能力,并为学生参加《高等院校英语应用能力考试》作准备,《综合教程》从第一册即编排了 Practical Reading 和 Practical Writing, 内容覆盖《基本要求》“交际范围表”的所有项目。Practical Reading

包括：业务信函、传真、广告、产品与产家介绍、维护和使用说明，书籍前言、序言和正文节选、国外大学介绍、大学录取通知书、留学生签证文件、旅游景点介绍、招标公告、招聘广告、商务合同与单证及公司法条文等。**Practical Writing** 包括：求职信、个人简历、留学申请表、名片、传真、电子邮件、便条、海报、邀请信、商业书信、简短广告等。

这部分练习的方法尽可能符合实际涉外工作、生活现实，形式有模拟套写、填空及完成实际任务等。

六、学习指导

针对刚进大学的新生对大学生活缺乏了解，学习方法欠缺，没有良好的学习习惯等情况，修订版第一册的每一单元中新增加了 **Study Guide**。精选出的小短文语言精练自然，内容丰富多样，涉及如何让学生树立学习目标，合理安排自己的生活和学习；如何有效利用学校的资源；如何缓解学习及考试压力等。此外，还介绍了一些行之有效的学习方法，帮助学生顺利度过中学到大学的过渡阶段，以培养学生自主学习的习惯，逐步实现授人以渔，体现终身教育的思想。

另外，随着互联网走进越来越多的学校、家庭，有必要指导学生利用这一功能强大、使用便捷的媒体学习英语，为此本套教材每单元辟有 **Web Resources** 一栏，为有条件的学生提供与主题相关的网站，以培养其独立获取有用信息的能力。

七、名言名篇

每单元后新增加了一些名人名言、名段名篇 (**Memorable Quotes**)，目的是借鉴我国传统的语文教学中的背诵方法，培养学生的语感，让学生在学习语言的同时提高自身修养，陶冶情操，并为以后的写作积累语言素材。所选内容从单句过渡到段落。

八、开心时刻

开心时刻 (**Fun Time**) 通过欣赏漫画、幽默故事、笑话、电影片断、英语游戏等，使学生轻松的语言氛围中学习英语，并增加对英美文化的了解。

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College Education

Article

Using Definition and Restatement to Find Out the Meanings of Words

Reading

Reading Indexes and Contents

Writing

Form-Filling

Setting Your Own Rules

1. You have a lot of choices after you graduate from high school, such as going to college, finding a job or joining the army. What would you like to do? Why or why not?



earn more money
get a higher degree
prepare for a career



2. Make notes on what you are talking about.

Why?

Why Not?



Read In

Why are people paying more and more attention to education? Why are high school students making every effort to go to college? As a college student, have you ever asked yourself why you go to college?

Text

Why College?

“The more you learn, the more you earn,” said the pop singer Cyndi Lauper as she accepted her high school diploma — at the age of 35! Although Cyndi made it without a high school degree, most people don’t. In the U.S.A. today, about 75% of jobs require some education or technical training beyond high school degrees; college graduates outearn those without a college education; people with master’s degrees outearn those with only a bachelor’s; and the highest incomes of all are earned by people with advanced degrees. However, more diplomas don’t always mean more money. Many skilled blue-collar workers, salespeople, business executives, and entrepreneurs outearn college professors and scientific researchers. And great athletes and entertainers outearn everyone else!

But a college education is not only preparation for a career; it is also (or should be) preparation for life. In addition to courses in their major field of study, most students have time to take elective courses. They may take classes that help them understand more about human nature, government, the arts, sciences, or whatever else interests them.

Going to college, either full-time or part-time, is naturally becoming the next step after high school. Today, more than half of American high school graduates enroll in college. But recent high school graduates no longer dominate the college campuses. Today, it is quite common for adults of all ages to come back to college either for career advancement or personal growth. By 1992, about half of all American college students will be older than 25, and 20% of them will be over 35. Serving this great variety of people are about 3,400 colleges and universities enrolling more than 12 million students.

American faith in the value of education is shown by the rising number of Americans who have at least a bachelor’s degree. About 20% of Americans are college graduates. However, among younger adults and working people, the percentage is at least 25%, much higher than in most other major nations. In the U.S.A., a college education is not viewed as a privilege reserved for the wealthy or the academically talented. Almost everyone who wants to attend college can do so.



Cyndi Lauper

Do you agree that “the more you learn, the more you earn”? Why or why not?

Why do students take elective courses?

Why do adults come back to college?

Do most Americans have a chance to go to college?

Words: 362

New Words

advanced /əd'vɑːnst/ <i>a.</i>	先进的, 高级的	★★★★★
athlete /'æθli:t/ <i>n.</i>	运动员	★★★★★
* academically /,ækə'demikəli/ <i>ad.</i>	学术上	★★★★★
* bachelor /'bætʃələ/ <i>n.</i>	学位	★★★★★
beyond /bi'jɒnd/ <i>prep.</i>	outside the range of 范围超出	★★★★★
campus /'kæmpəs/ <i>n.</i>	the grounds of a university 校园	★★★★★
career /kə'riə/ <i>n.</i>	a profession or occupation 职业; 事业	★★★★★
degree /di'ɡri:/ <i>n.</i>	学士; 程度; 度数	★★★★★
* diploma /di'pləʊmə/ <i>n.</i>	文凭	★★★★★
dominate /'dɒmɪneɪt/ <i>v.</i>	居于首位; 支配, 控制	★★★★★
* elective /ɪ'lektɪv/ <i>a.</i>	freely chosen, not required 选修的	★★★★★
* enroll /m'rəʊl/ <i>v.</i>	make someone a member of a group 注册	★★★★★
* entrepreneur /,ɒntrəprə'niː/ <i>n.</i>	企业家	★★★★★
entertainer /,entə'teɪnə/ <i>n.</i>	演艺人员	★★★★★
executive /ɪg'zekjʊtɪv/ <i>n.</i>	管理人员	★★★★★
faith /feɪθ/ <i>n.</i>	firm belief 信仰; 信任	★★★★★
graduate /'ɡrædʒjuənt/ <i>n.</i>	毕业生	★★★★★
major /'meɪdʒə/ <i>a.</i>	greater in importance 较重要的	★★★★★
<i>n.</i>	the main subject you study at university 专业	★★★★★
master /'mɑːstə/ <i>n.</i>	硕士; 名家; 主人	★★★★★
* outearn /'aʊtɜːn/ <i>v.</i>	earn more than 比...赚得多	★★★★★
* privilege /'prɪvɪlɪdʒ/ <i>n.</i>	特权	★★★★★
require /rɪ'kwaɪə/ <i>v.</i>	need 需要	★★★★★
reserve /rɪ'zɜːv/ <i>v.</i>	keep something for special use 保留	★★★★★
talented /'tæləntɪd/ <i>a.</i>	having talent, gifted 有才能的	★★★★★
view /vjuː/ <i>v.</i>	consider 考虑; 看待	★★★★★
variety /və'reɪəti/ <i>n.</i>	多样化	★★★★★

生词量	生词率	纲内词	纲外词	★★★★★	★★★★★	★★★★★	★★★★★	★★★★★	未标词频
26	7.1%	18	8	2	9	5	4	4	2

Collocations

at the age of	在...岁时	faith in	对...的信仰
enroll in	入学; 注册	view...as	视为, 看成

Phrases & Expressions

in addition (to)	此外	make it	办成功, 做到
bachelor's degree	学士学位	blue-collar worker	蓝领工人
college graduate	大学毕业生	elective course	选修课

master's degree

硕士学位

a variety of

各种各样的

Proper Name

Cyndi Lauper /'sɪn dr'lɔ:pə/

辛迪·劳帕 (20 世纪 80 年代美国著名流行歌手)

Reference Desk**1. Topic-related words or phrases:**

freshman

(大一学生)

associate professor

(副教授)

sophomore

(大二学生)

compulsory course

(必修课)

junior

(大三学生)

lecturer

(讲师)

senior

(大四学生)

online learning

(网上学习)

academic credit

(学分)

virtual university

(虚拟大学)

academic degree

(学位)

vocational education

(职业教育)

2. Web resources:<http://www.cyndilauper.com> — the official site of Cyndi Lauper<http://www.manythings.org/> — loads of fun stuff for English learners<http://collegecampususa.com> — a glimpse of college campuses in the U. S. A.**Focus On****Vocabulary Snapshot**

career

dominate

major

outearn

reserve

talented

view

make it

in addition (to)

dominateMy weekends were **dominated** by homework when I was in high school. (支配)That seven-story building **dominates** the small town. (俯瞰)Sports, and not learning, seem to **dominate** at that school. (占重要地位)**major**In many people's opinion, the **major** consideration must be health. (较大的; 主要的)My parents want me to take computer science as my **major**. (专业, 主修科目)He is very good at English, but in fact he is a history **major**. (主修某专业的学生)As a college student, Christina **majored in** two subjects at Harvard University. (攻读, 主修)**view**We will go and **view** the house before we buy it. (查看)She **was viewed as** the best candidate for this job. (看待)

The **view** from my hotel is beautiful. (景观)

In my **view**, the mayor should do more to prevent crimes. (观点)

in addition (to)

In addition to English, we have to study a second foreign language. (此外...还)

At the party, we met some old schoolmates and other people **in addition**. (还有)

There's a postage and packing fee **in addition to** the repair charge. (附加)



Work Out

I. Read the text again and complete the statements.

1. The reason why the pop singer Cyndi Lauper still wanted to get her high school diploma at the age of 35 is that she thought, _____.
2. In the U.S.A., if you want to find a job, holding only a high school degree is not enough, because most jobs require _____ or _____.
3. People go to college not only to _____, but also to _____.
4. People can choose to go to college either _____ if they don't take a job or _____ if they are busy with their work.
5. In America, _____ than that in most other major countries.

II. Fill in the blanks with words or phrases from the Vocabulary Snapshot. Change the forms if necessary.

1. Language is our _____ problem when we travel abroad.
2. The woman is _____ as the very person to be manager of the company.
3. The front seats _____ for foreign visitors, so would you please move?
4. In the _____ of most people, good eating habits do good for children's health.
5. In China, children's spare time seems to _____ by homework.
6. With a better education, the younger generation usually _____ their parents.
7. _____ public libraries, many art centres have reading rooms.
8. Tom has passed all his exams and finally _____ as a lawyer.
9. He is a _____ speaker, for it seems that he is able to make everybody accept all he says.
10. Not only school education but also social experience is good preparation for a college student's future _____.

III. Complete the sentences with the proper forms of the words given in parentheses.

1. Since all the tasks are finished ahead of time, can we find some ways to (entertain) _____ ourselves?

2. These washing machines (variety) _____ in several aspects, such as shape, size and weight.
3. When (view) _____ the problem, the leaders should take the following points into account.
4. With careful preparations, John Brown finally won the (elective) _____.
5. The (major) _____ of doctors believe smoking does harm to health.
6. I have some (reserve) _____ about the truth of his story.
7. A heavy snowstorm prevented the army from (advanced) _____ towards the front.
8. This IT company is badly in need of a large number of computer (talented) _____.
9. After finishing her letter, she (addition) _____ a few lines to express her thanks to him.
10. If you do less than others, you can't and shouldn't expect to (outearn) _____ them.

IV. Rearrange the words into sentences.

1. more money, do, always, not, more diplomas, mean

2. entertainers, everyone else, great athletes, outearn, and

3. high school, the next step, going to college, after, is becoming, naturally

4. recent, the college campuses, no longer, high school graduates, dominate

5. for adults, for personal growth, to come back to college, it is common

V. Translate the Chinese into English.

1. The harder he studies at present, _____
(他得到越多) in the future.
2. Though he has been here for many years, _____
(我仍然认为他是) a person with little experience.
3. Jack always tells lies, and _____
(我们不再相信他了).
4. _____ (除了他要的词典之外) I also bought him some reference books.
5. Several weeks later, I realized _____
(不是他错了, 就是我错了).

VI. Make sentences according to the models of sentence structure.

Model 1: *The more you learn, the more you earn.*

1. we looked forward to his early arrival, we became disappointed
2. Karl pretended to be happy in public, he felt sad in private

Model 2: *It is quite common for adults of all ages to come back to college.*

1. a social custom for people, exchange gifts at Christmas
2. exciting for me, speak in public for the first time

Model 3: *Going to college, either full-time or part-time, is naturally becoming the next step after high school.*

1. is considered, a good habit, getting up early
2. is called, taking natural materials out of the rubbish and using them again, recycling

Model 4: *Serving this great variety of people are about 3,400 colleges and universities enrolling more than 12 million students.*

1. were, the restrictions that prevented blacks from voting, gone
2. more serious, the question of how the chairman would present the announcement, was

Grammar Tips

冠 词	
<p>▶ 定冠词和形容词连用，可以代表一类人或物。代表人做主语时，谓语用复数形式；代表物做主语时，谓语用单数形式。</p>	<p>* <i>The old are</i> to be respected, and <i>the young are</i> to be well looked after. (老年人应受尊重，年轻人应受关照。)</p> <p><i>The old is</i> to be revolutionized, while <i>the new is</i> to be supported. (对旧事物应当进行革命，对新事物应给予支持。)</p>
<p>▶ 表示一日三餐、运动、游戏、学科、颜色等的名词前一般不用冠词。</p>	<p>* The students are playing <i>football</i> now. <i>Lunch</i> is ready. Tom is very interested in <i>biology</i>. Jane usually likes to dress in <i>blue</i>. Do you often play <i>chess</i> when you are free?</p>

<p>◆ 名词用作表语、同位语来表示某人的职位或头衔时，前面一般不用冠词；表示具体的某个人时，前面一般加冠词。</p>	<p>* They elected the middle-aged man president of the society. (他们选那位中年人当协会的主席。) The president elected last month is going to make his inauguration speech next week. (上个月当选的总统将在下周发表就职演说。)</p>
<p>◆ 表示“击打”、“拍打”某人身体的某个部位时，往往是用“verb + someone + in / on / across + the + 身体部位”结构。</p>	<p>* The old man patted me on the shoulder. (那位老人拍了拍我的肩膀。) She took two quick steps forward and struck him across the mouth. (她向前赶了两步打了他一个耳光。)</p>
<p>◆ 一个冠词与两个名词连用时，两个名词往往表示同一个事物或同一个人。</p>	<p>* The secretary and driver of mine is waiting for me outside the office. (我的秘书兼司机正在办公室外面等我。)</p>
<p>◆ 表示“演奏…乐器”时，乐器名词前通常加定冠词；表示“从事…运动”时，该运动项目前不加冠词。</p>	<p>* My neighbour is now playing the guitar, while his son is playing football on the playground. (我的邻居正在弹吉他，而他的儿子正在操场踢足球。)</p>
<p>◆ same 不管作形容词、代词或副词，前面一般都用定冠词。</p>	<p>* The men you have just met are of the same age. (你刚才遇到的那些人是同龄人。)</p>

VII. Complete the sentences by choosing the appropriate answer from the choices given in parentheses.

- Is (a / the / ×) _____ green her favorite color?
- Every weekend, the girl usually practices playing _____ (a / the / ×) piano.
- The two friends like playing _____ (a / the / ×) chess in their spare time.
- When _____ (a / the / ×) dog bites _____ (a / the / ×) man, that is not news; but when _____ (a / the / ×) man bites _____ (a / the / ×) dog, that is news.
- He majored in _____ (a / the / ×) history in college, but he turned out to be a salesman after graduation.
- The story is about a man trapped by _____ (a / the / ×) fear and hunger.
- George Bush, _____ (a / the / ×) president of the U.S.A., made a speech on TV last week.
- The girl who is playing the violin comes from _____ (a / the / ×) South China.
- The more satisfied our customers feel, _____ (a / the / ×) happier we will become.
- I caught him by _____ (a / the / ×) right hand.