

高职高专

Short-term English Training Course
for College Students

英语入门短训教程

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内 容 提 要

本书是专为高职高专学生入学前后参加英语短期强化培训而编写的教材。本书根据《普通高级中学英语教学大纲》和《中等职业技术学校英语教学大纲》的要求进行编写,覆盖了两本《大纲》所需的共同词汇和语法,并对学生在整体教学过程中较为薄弱的词汇和语法项目进行了一定的强化,从而达到拾遗补阙的效果。本书能帮助学生温故知新,快速作好调整,更好地适应大学英语的学习,为今后出色地完成大学阶段英语学习的任务打下良好基础。

前 言

随着我国教育的不断深入,高等教育体系也发生了较大的变化,高职高专的发展为莘莘学子提供了更多进入高等学府学习的机会。然而在进入高职高专学习的学生中,有相当一部分学生在文化基础课方面较为欠缺。他们在进入大学学习后,因为自己不能适应大学的学习生活而出现了各种不同的问题,从而影响了原本丰富多彩的大学生活。

在英语学习中,这部分学生因为缺乏一定的词汇量、加上语法基础又较薄弱,导致他们不能看懂课本内容,不能听懂老师的讲课,从而使他们失去了对英语学习的兴趣,最终影响到了他们今后的毕业和就业。针对目前在高职高专院校中普遍存在的这种情况,由复旦大学出版社组织上海市部分高职高专院校的一线教师尝试编写了这一教材,旨在帮助这些英语基础较为薄弱的高职高专学生,在进入大学英语学习之前,加固所学词汇的用法,对所学过的英语语法进行一定程度上的加深和系统化,从而让他们能够顺利地进入到大学英语的学习中去,并顺利、圆满地完成大学英语的学习任务。

全书共分为8个单元,在每个单元中包括了课文和语法两大项,建议用4个课时完成一个单元的教学,共用32课时完成全书的教学。

全部课文均选用国外原版文章,范围涉及较广,有关于语言文学的、文化背景的文章以及幽默短文等,使学生在阅读文章的同时获取一定的国外文化背景。课文后配有理解题和有关课文内容的词汇练习,用以帮助学生理解课文和掌握课文中有关词汇。此外,还配有其他的词汇练习,这些词汇均为学生在高中阶段必须掌握的,以帮助学生进行一定的复习工作;在练习中还配有中译英,以帮助学生对部分句子结构进行巩固和复习;最后配以短文阅读,用来提高学生的阅读技巧和理解能力。

语法项目是根据《普通高级中学英语教学大纲》和《中等职业技术学校英语教学大纲》所列的语法项目来编写的,这些语法项目是学生在高中阶段所学但没有很好掌握、在进入大学英语学习后又会经常碰到的。编者对这些语法项目进行了较为详细的阐述,并附上大量的例子,以帮助学生更好地理解,同时还配以大量的练习,从而使学生能够较为扎实地掌握好这些语法。

在书的末尾配有一套自测试题。该试题从词汇、语法和阅读三方面对学生的综合能力进行测试,既可以让教师对自己的教学进行一定的评估,并对今后的大学英语教学进行一定的调整,又可以让学生对自己的学习情况进行检测和评估,从而更好地去适应大学英语的学习。

本书由上海第二工业大学袁轶锋担任主编,参加编写的有上海商业职业技术学院姜荷梅、上海财经大学金阳、上海城市管理职业学院陈涛。在编写过程中得到了上海应用技术学院蒋秉章教授和复旦大学出版社外语编辑室的大力支持和帮助,他们对全书的构思和编写原则提出了宝贵的意见和建议,责任编辑林森同志在本书付印之前做了大量细致的编审工作,谨此一并致谢。

由于编者水平与经验有限,书中难免还有不足之处,希望广大读者批评指正。

编 者

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Unit 1

Text

Language

What is language? According to *Webster's Dictionary* language is defined as:

1. a body of words and systems for their use common to people of the same community or nation;
2. any system of formalized symbols, signs, etc., used or conceived as a means of communication;
3. the means of communication used by animals.

Simply put, language is what people and animals use to communicate their thoughts, ideas and feelings. Of course, animals communicate with each other differently than humans, and each type of animal communicates differently. For example, a bee uses a complex dance to tell the rest of the bees in the hive where there is food, while humpback whales communicate through the use of beautiful sounds. One could say then, that animals use different languages.

Like animals, people also use different languages. Each culture has its own words and symbols that are used by people within that culture to communicate with others in the same culture. For example, a person living in Japan will use the Japanese language to communicate with other Japanese. Unlike animals though, some cultures use more than one language. People within these cultures are said to be either bilingual or multilingual¹. One such place is Canada. It is

very likely that² a person living in Canada may speak both French and English. Likewise, a person living in Switzerland may speak Italian, German and French.

Not only do people use different languages to communicate, but languages also have different dialects. A dialect is a variation of a language which uses words and grammar somewhat differently from the standard form of the same language. For example, people who live in Manchester, England speak in a dialect that is slightly different from people who live in London, England; however, people in both cities speak English. 20

There are also some people who don't use a spoken language at all. These people use their hands to communicate. This type of language is called sign language and is most commonly used by people who are deaf. 25

Now that we know how people communicate, we are faced with a question. Are we part of a specific culture because of the language we speak, or do we speak a particular language because we are part of that culture? To put it more simply, is a Korean person Korean because he speaks Korean, or does he speak Korean because he was born in Korea? What part does language play in the definition of culture? 30



New Words and Phrases

define /dɪ'faɪn/ vt.

to state precisely the meaning of words
解释……的意义。下定义

definition /,defɪ'nɪʃən/ n.

定义, 解说

| | |
|------------------------------------|---|
| a body of | a large number of, mass or collection of sth. 一群, 一批, 一片, 一定量 |
| community /kə'mju:nəti/ n. | 团体, 社会, (政治)共同体 |
| formalize /'fɔ:məlaɪz/ v. | to make (a plan, etc.) official 使成为正式, 使形式化 |
| conceive /kən'si:v/ v. | form (an idea, a plan, etc.) in the mind, imagine sth. 构思 |
| means /mi:nz/ n. | method |
| communicate /kə'mju:nikeɪt/ v. | to convey sth., exchange information, news, idea, etc., be connected 传递, 传达, 沟通, 通信 |
| hive /haɪv/ n. | 蜂房, 蜂箱 |
| whale /hweɪl/ n. | 鲸 |
| bilingual /baɪ'lɪŋɡwəl/ adj. | able to speak two languages equally well 能说两种语言的 |
| multilingual /ˌmʌltɪ'lɪŋɡwəl/ adj. | able to speak several languages equally well 使用多种语言的 |
| dialect /'daɪəlekt/ n. | 方言, 语调 |
| variation /ˌveəri'eɪʃən/ n. | varying, change 变更, 变化, 变异, 变种 |
| be different from | 异于…… |
| be faced with | 面临 |

Notes to the text:

1. either... or... : 不是……就是……, ……或……
2. It is very likely that... : 很有可能是……

Exercises

I. Read the text and then decide whether the following sentences are true or false. Write "T" for true, "F" for false.

1. Animals are different from humans in communication, but each kind of animal communicates the same.
2. People living in Switzerland may at least speak three languages.

3. People use same dialect in one country.
4. Deaf people have their own language.
5. Language is part of a specific culture.

II. Fill in the blanks with words chosen from the following list. Change the form where necessary.

| | | | | |
|---------------|--------|-------------|----------|-------------------|
| a body of | means | communicate | put | be different from |
| be faced with | unlike | standard | specific | complex |
| particular | likely | conceive | dislike | define |

1. The local army men helped the victims of the earthquake by every _____ at their command.
2. I want to know how to _____ this in French?
3. The campus _____ how it was 20 years ago.
4. The _____ result of this heavy rain is the rising of the river.
5. She is _____ her mother; she is tall and her mother is very short.
6. Generally speaking, teachers are able to _____ their ideas clearly.
7. _____ the threat of losing their jobs, the workers decided to go back to work.
8. He has a large _____ facts to prove his innocence.
9. Dictionary writers must be skilled in the art of _____.
10. It was then that I _____ the notion of running away.

III. Choose the definition from Column B that best matches each word in Column A.

| A | B |
|---------------|-----------------|
| 1. accomplish | A. old |
| 2. advice | B. funny |
| 3. aged | C. take part in |
| 4. amusing | D. stand |
| 5. astonish | E. achieve |
| 6. attend | F. awful |
| 7. bear | G. disturb |

- | | |
|-------------|---------------|
| 8. terrible | H. praise |
| 9. bother | I. shock |
| 10. admire | J. suggestion |

IV. Fill in each blank with the proper form of the word given in the brackets.

1. Dogs have the _____ (able) to hear sounds that people cannot.
2. The girl's life was saved because the doctors _____ (action) so promptly.
3. I made an _____ (apologize) to my teacher for being late.
4. "I will take no orders from you," he was shouting in _____ (angry).
5. The elephants were the chief _____ (attract) at the circus.
6. She is waiting for the _____ (arrive) of the plane.
7. Travel can _____ (broad) our vision and knowledge.
8. When you are learning a foreign language, it is _____ (benefit) to practise as much as possible.
9. We were _____ (bitter) disappointed to hear that the party had been cancelled.
10. The soldier's _____ (brave) was fully demonstrated when he jumped into the icy water to save the drowning child.

V. Choose the most appropriate answer from the four choices given to you.

1. Martin Luther King, the great black leader in the movement against racial discrimination, was _____ the Nobel Prize for peace for his outstanding contribution to world peace.
A. rewarded B. awarded C. prized D. granted
2. The _____ runner can run 2 miles in fifteen minutes.
A. common B. usual C. average D. general
3. People appreciate _____ with him because he has a good sense of humor.
A. to work B. to have worked C. working D. having worked
4. We had a party last month, and it was a lot of fun, so let's have _____ one this month.
A. another B. more C. the other D. other
5. Scientists are searching for the oldest tree _____ because it can teach them a great deal about many matters.
A. live B. lively C. living D. alive

6. The audience waited until the curtain had risen and then _____ into applause.
A. cheered B. started C. burst D. went
7. He couldn't _____ the thought of leaving his hometown for ever.
A. support B. bear C. carry D. think
8. The professor could hardly find sufficient grounds _____ his arguments in favour of the new theory.
A. on which to base B. which to base on
C. to base on D. to be based on
9. He broke _____ the conversation without waiting for me to stop talking.
A. onto B. into C. in D. on
10. Do not _____ my sister _____; she is too young to understand it.
A. bring... about B. bring... over
C. bring... in D. bring... back

VI. Translate the following sentences into English.

1. 这表演真有趣，令观众哈哈大笑起来。
2. 跑完长跑后他上气不接下气。
3. 老师到室外去了 5 分钟，一些男孩子就利用机会玩起来了。
4. 我要租一所房子，要新式的、舒适的，尤其是周围环境要安静。
5. 当我浏览文件的时候，偶然发现了她的信。

VII. Supplementary Reading.

Santa Claus!

Claus thought that none of the children would ever know where the toys came from which they found by their bedsides when they wakened the following morning. But kindly deeds are sure to bring fame, and fame has many wings to carry its tidings into far lands; so for miles and miles in every direction people were talking of Claus and his wonderful gifts to children. The sweet generosity of his work caused a few selfish folk to sneer, but even these were forced to admit their respect for a man so gentle-natured that he loved to devote his life to pleasing the helpless little ones of his race.

Therefore the inhabitants of every city and village had been eagerly watching the coming of Claus, and remarkable stories of his beautiful playthings were told to the children to keep them patient and contented.

When, on the morning following the first trip of Claus with his deer, the little ones came running to their parents with the pretty toys they had found, and asked from whence they came, there was but one reply to the question.

"The good Claus must have been here, my darlings; for his are the only toys in all the world!"

"But how did he get in?" asked the children.

At this the fathers shook their heads, being themselves unable to understand how Claus had gained admittance to their homes; but the mothers, watching the glad faces of their dear ones, whispered that the good Claus was no mortal man but assuredly a Saint, and they piously blessed his name for the happiness he had bestowed upon their children.

"A Saint," said one, with bowed head, "has no need to unlock doors if it pleases him to enter our homes."

And, afterward, when a child was naughty or disobedient, its mother would say: "You must pray to the good Santa Claus for forgiveness. He does not like naughty children, and, unless you repent, he will bring you no more pretty toys."

But Santa Claus himself would not have approved this speech. He brought toys to the children because they were little and helpless, and because he loved them. He knew that the best of children were sometimes naughty, and that the naughty ones were often good. It is the way with children, the world over, and he would not have changed their natures had he possessed the power to do so.

And that is how our Claus became Santa Claus. It is possible for any man, by good deeds, to enshrine himself as a Saint in the hearts of the people.

Questions for discussion:

1. Why were children told to be patient and contented at Christmas?
2. Did parents and Santa Claus share the same idea? Why?

Grammar

Tenses (时态)

时态是用以表示各种时间和动作方面的动词形式。英语动词从时间上看,有现在、过去、将来及过去将来之分。动作则包括一般、进行、完成和完成进行四种体。两者结合构成了英语中的16种时态,其形式列表如下(以动词do为例):

| 时间 \ 动作 | 一般 | 进行 | 完成 | 完成进行 |
|---------|-----------------|-----------------------|------------------------|------------------------------|
| 现在 | do/does | am/is/are doing | have/has done | have/has been doing |
| 过去 | did | was/were doing | had done | had been doing |
| 将来 | shall/will do | shall/will be doing | shall/will have done | shall/will have been doing |
| 过去将来 | should/would do | should/would be doing | should/would have done | should/would have been doing |

I. 现在时态

1. 一般现在时的用法

- 1) 表示经常性或习惯性的动作或现阶段反复发生的动作或状态,常和副词 usually, often, always, sometimes, regularly, near, occasionally, every year, once a week 等连用。如:

Mr. Smith travels to work by bus *every day*.

I leave home for school at 7 *every morning*.

- 2) 表示客观真理、客观存在、科学事实。如:

The earth *moves* around the sun.

Shanghai *lies* in the east of China.

Pride *goes* before a fall.

- 3) 表示主语的状态、能力、性格、个性。如:

I don't want so much.

Ann Wang writes good English but does not speak well.

- 4) 表示按规定、计划或安排要发生的动作，这类动词有：be, go, come, start, depart, arrive, begin, leave 等。如：

The plane leaves at three o'clock.

The football match begins on Friday.

- 5) 在由 after, until, before, once, when, even if, in case, as long as, as soon as, the moment, if 以及 unless 等引导的时间状语从句或条件状语从句中，通常用一般现在时代替将来时。如：

I will tell him the news as soon as I see him.

If he doesn't finish the work in time, I'll have to find a new plan.

- 6) 在由 why, what, where, whoever, who, that, as 等引导的从句中，也常用一般现在时代替将来时。如：

Free tickets will be given to whoever comes first.

You'll probably be in the same train as I am tomorrow.

2. 现在进行时的用法

- 1) 表示现在正在进行的动作，常与 now, right now, at the moment, for the time being, for the present 等连用。如：

Don't disturb her. She is reading a newspaper now.

Listen! The teacher is talking with his students.

- 2) 表示现阶段经常发生的动作，常与 always, continually, forever, constantly 等连用。如：

My father is forever criticizing me.

She is always complaining about her work.

- 3) 现在进行时表示将来，意为“意图”、“打算”、“安排”，常用于人。常用动词为 come, go, start, arrive, leave, stay 等。如：

They are leaving for Hong Kong next month.

He is going to Beijing next week.

- 4) 有些表示“感觉、感情、存在、从属”等的动词不能用进行时，如：see, hear, smell, taste, feel, notice, look, appear, hate, love, fear, like, want, wish, prefer, refuse, forgive, be, exist, remain, stay, obtain, have, possess, own, contain, belong, consist of, form, understand, know, believe, think, doubt, forget, remember 等。

3. 现在完成时的用法

- 1) 现在完成时表示刚刚完成的动作(常与 *yet, already, just* 连用), 但对目前状况仍有影响, 或者过去某一时刻发生, 持续到现在的情况(常与 *for, since* 连用)。如:

I have just finished my homework.

I have studied English for ten years.

- 2) 常与现在完成时连用的时间状语有: *since, for, during, over* 等引导出的短语; 副词 *already, yet, just, ever, never, lately, recently* 等; 状语词组 *in the past/last few years, so far, up to now, many times, up to the present, by+* 现在的时间等。如:

I haven't been there for five years.

So far, she hasn't enjoyed the summer vacation.

- 3) 完成时态可用在下列结构中:

This/That/It is/was the first/second... time + 定语从句; This/That/It is/was the only/last + n. + 定语从句; This/That/It is/was + 形容词最高级 + n. + 定语从句。
如果主句的谓语动词是一般现在时, 从句的谓语动词通常用现在完成时; 如果主句谓语动词是一般过去时, 从句谓语动词通常用过去完成时。如:

This is one of the rarest questions that have ever been raised at such a meeting.

There was a knock at the door. It was the second time someone had interrupted me that evening.

4. 现在完成进行时的用法

现在完成进行时表示过去某一时刻开始的动作或状态一直延续到现在, 这个动作可能刚刚结束, 或者可能要继续进行下去, 强调这一动作在发生过程中的持续性。如:

I have been looking for my lost book for three days, but I still haven't found it.

Where have you been? I have been looking for you everywhere.

II. 过去时态

1. 一般过去时的用法

- 1) 表示过去某一特定时间所发生的动作或状态, 常与表示过去时间的词、短语或从句连用, 如 *yesterday, the day before yesterday, last (week...), (an hour...) ago, the other day, in 1982, just now* 等。如:

We went to the cinema last night and saw a very interesting film.

Where did you go *just now*?

- 2) 表示在过去一段时间内经常性或习惯性的动作。如:

I used to do my homework in the library.

When I was a child, I often played football in the street.

2. 过去进行时态的用法

- 1) 过去进行时表示过去某一时刻正在进行的动作或状态,常用的时间状语有:
this time yesterday, the whole morning, all day yesterday, from nine to ten last evening, at eight yesterday evening, when, while 等。如:

We were discussing the matter when the headmaster entered.

When I got to the top of the mountain, the sun was shining.

My mother was doing some sewing at seven yesterday evening.

- 2) 表示过去反复的习惯,常与 *always, continually, constantly* 等副词连用。如:

Whenever I visited him, he was always writing at the desk.

- 3) 与现在进行时类似,表示过去将要发生的动作。如:

He told me that he was going to the United States the next week.

3. 过去完成时的用法

- 1) 表示过去某一时刻前已经发生的动作或情况;或者表示在过去一个动作在另一个动作之前已经完成,这个过去的时间可以用 *by, before* 等介词短语或一个时间状语从句来表示。如:

We had just had our breakfast when Tom came in.

By the end of last year they had turned out 5 000 bicycles.

- 2) 过去完成时常用于以下固定句型:

Hardly/Scarcely/Barely + 过去完成时(部分倒装) + when + 主语 + 过去时;

No sooner + 过去完成时(部分倒装) + than + 主语 + 过去时。如:

Hardly had I got on the bus when it started to move.

No sooner had I gone out than he came to see me.

4. 过去完成进行时的用法

过去完成进行时用来表示过去某一个时刻以前已经开始而又延续到过去这一时刻的动作,这个动作可能刚刚停止,也可能还在继续。如:

It was now six and he was tired because he had been working since dawn.

He had been trying to get his girlfriend on the phone.