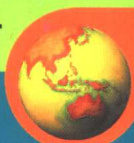


English for Adult Education

新世纪成人英语教材



主编 李学珍 副主编 何筑丽

成人英语

本科第1册 金莉 李学珍 编著



山东大学出版社
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前言

FOREWORD

《成人英语》是一套成人高等教育通用英语教材。成人教育,涵盖广泛:既有函授教学,也有夜大教学;既有网络教育,又包括自学成才。因此,教材的编写必须体现成人教育的特点。本教材以成人高教大专英语教学大纲为指导,充分考虑成人教育的特点,确定了明确的编写原则:以全面传授语言(语音、语法)知识为先导,以培养阅读能力为主线,全面打牢英语语言基本功。

本教材共有8册,其教学过程分为两个阶段:专科(1~4册)和专升本(1~4册);其内容分为两类:语言知识(第1册)和语言材料(专科2~4册,本科1~4册)。成年人学英语,是在学一门外语;既不同于学母语,又不同于学二语。学习外语,系统掌握语言(语音、语法)知识是首要任务;否则,学会该语言便成为一句空话。因此,本教材第1册便是全面、系统而又提纲挈领地展示英语语音和语法知识给读者,它统领着从专科到专升本的整个教学过程。

熟练地运用语言知识是学会语言的唯一途径。本教材所展示的实际语言材料,为实践语言知识提供了机会和场所。其中,每册分为8个教学单元和2个复习测试单元。教学单元结构按专科阶段和专升本阶段略有不同:

专科阶段(2~4册)

精读

词汇学习

泛读

对话

专升本阶段(1~4册)

精读

词汇学习

泛读

快读

对话

每个教学单元中,精读是教学重点,集中体现着该单元的各项要求,包括翻译和写作能力的养成。词汇学习是对常用词(以动词为主)作一重点讲解,期望能以点带面,巩固并扩大学习效果。泛读(和快读)旨在通过大量阅读实际语言材料,尽快提高学生的阅读理解能力。对话则意在通过日常生活情景中常用口头交际形式的操练,培养和提高学习者表达和

理解基本话题和交际功能所需的口语和听力技能。

除了课堂传授和训练,教学的另一个重要方面是测试,目的在于检查教学情况,推动改进教学。为此,本教材在每四个教学单元之后设置一个复习测试单元(Revision-Test Unit)。该单元以试卷形式出现,其编制以《山东省普通高等学校成人高等本科教育非英语专业英语考试大纲》和《山东大学成人高等教育非英语专业英语教学大纲(试行)》为指导,着重考核学生是否已获得较扎实的英语基础知识,是否已具备一定的阅读、写作和翻译能力。

本书得以成事,功劳首推山东大学成教学院庄平院长和张秉江副院长,是他们启动了本工程,并不断在实施进程中给予指导、关心和支持。

编写过程中,编者曾力图体现当代先进教学理论和教学方法,但由于语言学习既是如此简单、具体,又如此玄妙、深奥,且众多理论和方法竞相争辉,人人殊异,做到这一点殊非易事。两难之际,编者依据成人教育的现状和特点以及个人的教学经验,选择了“白猫黑猫”理论,尽力做到本教材实用、够用、管用。

虽然本教材得以成书有赖于多方的指导、关心、帮助和支持,但限于编者的学识和功力,疏漏和讹误在所难免,其责任全在编者。诚望学界专家和读者不吝赐教。

编 者

2003年5月

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UNIT ONE

INTENSIVE READING

New Words and Expressions

successful [sək'sesful]

adj. of success 成功的

adult ['ædʌlt]

n. grown-up 成年人 *adj.* of being grown-up 成年的, 成熟的

disagree [ˌdɪsə'ɡri:]

vi. having different opinions (with) 有分歧的, 不同意; 不一致, 不符

statement ['steɪtmənt]

n. stating sth. or expressing sth. in words 声明, 陈述

guarantee [ˌɡærən'ti:]

vt. undertake to be legally responsible for (sth./doing sth.) 保证, 担保, 保修

intelligent [ɪn'telɪdʒənt]

adj. bright, clever, wise 聪明的, 明智的

conversely [ˈkɒnvə:sli]

adv. opposite to sth 相反地

similar ['similə]

adj. like or alike 相似的, 类似的; 与...相似(to)

independent [ˌɪndɪ'pendənt]

adj. not needing other things or people 独立的, 自主的

pattern ['pætən]

n. model, design 模式, 样式

guesser ['gesə]

n. person who forms opinions by guessing 猜测者

clue [klu:]

n. sth. that helps find an answer to a question, difficult, etc. 线索, 提示

conclusion [kən'klu:ʒən]

n. a judgement or decision 结论, 推论 *What conclusions did you come to?*

communicate [kə'mju:nikeɪt]

vi. to share or exchange opinions, news, information, etc 通信, 交流, 交际 *vt.* to make (news, opinions, feelings, etc.) known 传达, 传播

communication [kə'mju:nɪ'keɪʃən]

n. the exchange of information, new ideas, or opinion; the various ways of traveling, moving goods and people, and sending information, between two places or in an area 通信,

inexact [ˌɪnɪɡˈzækt]	交流; 传达; [pl.] 通信联系, 交通工具
incomplete [ˌɪnkəmˈpli:t]	<i>adj.</i> not correct and with mistakes 不正确的, 不精确的
purpose ['pə:pəs]	<i>adj.</i> not finished or ended 不完整的
purposefully	<i>n.</i> an intention or plan; use 目的, 意图; 用途
	<i>adv.</i> having or showing determination or will-power 有目的地, 蓄意地
regularly ['regjuləli]	<i>adv.</i> happening often with the same length of time between the occasions 经常地, 定期地
technique [tekˈni:k]	<i>n.</i> skill; the manner in which a subject is treated by a writer or artist, etc. 技术; 技巧, 手艺
outline ['aʊtlaɪn]	<i>vt.</i> give a short general description of sth. 概括, 提出要点
	<i>n.</i> the shape of sth. ; the main ideas or facts of sth. 轮廓; 大纲, 提纲
(to) disagree with	与...有分歧, 不一致 <i>I disagree with him about what we ought to do.</i>
first of all	首先, 第一 <i>I'm interested in old coins but first of all I'm a stamp collector.</i>
(to) depend on	依赖, 依靠; 依...而定 <i>You can never depend on his arriving on time.</i>
(to) be willing to	愿意, 乐意 <i>Are you willing to accept responsibility?</i>
(to) be interested in	对...感兴趣 <i>They were interested in building up character bit by bit.</i>
on the other hand	另一方面 <i>But, on the other hand, if he saved words here he wasted them there.</i>

Reading Passage

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 or a foreign 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 communications are 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.

Notes

1. Most adults who are learning a *second* or a *foreign language* would disagree with this statement. 大多数学习第二语言或外语的成年人都不会同意这一说法。

1) 请看下面的文字,了解一下 *second language* 和 *foreign language* 这两个术语的区别。

A distinction is often made between *second* and *foreign language*. Briefly, a second language has social functions within the community where it is learnt (e.g. as a lingua franca or as the language of another social group), whereas a foreign language is learnt primarily for contact outside one's own community. Consequently, there is the distinction between second and foreign language learning. The term second language learning indicates that the language has

communicative functions inside the community where the learner lives. By contrast, foreign language learning means that the language has no established functions inside the learner's community but will be used mainly for communicating with outsiders.

- 2) 此句中, *would* 为情态动词, 表示“可能”, “(将)会”。

No matter what happened, he *would* not say a word!

He *would* never enter this hateful house again.

2. They need **hundreds** of hours of study and practice, and **even** this will not guarantee success....

- 1) 在英语里, *ten*(十), *twenty*(二十), *hundred*(百), *thousand*(千), *million*(百万), *billion*(十亿) 这样一些数词, 通常有两种用法:
(a) 若其前面有其他数词, 用其单数形式, 表示一个确定的量, 其后不用 *of* 结构。

There are over 10 thousand students in this university. 这所大学有一万多学生。

The machine costs several thousand dollars. 买这部机器要花好几千美元。

(b) 在其他情况下, 即其前没有其他数词时, 则用其复数形式, 其后加 *of* 结构, 表示一个不确定的数量。

I've seen that hundreds of times. 那个东西我见过上千次了。

The government of that country spent millions of dollars on weapons. 那个国家的政府花了上千万美元购买武器。

这类词有时可以连用, 表示数量之大。

You can see thousands and thousands of stars in the night sky. 夜空中可以看到成千上万颗星星。

- 2) 在一句话中, *even* 和动词用在一起表示某行为令人惊奇或吃惊, 也可用于其他成分表示特别强调。

She even told the owner to go out of the house. 她竟然要房主离开房子。

I haven't even heard of him for a year. 我竟然有一年没有他的消息了。

Anybody can do this. Even a child could do it. 这谁都做得了, 即使是小孩也行。

Even I haven't heard of him for a year. 即使是我也有了一年没有他的消息了。

You've got to work every day, even on Sunday. 你每天都得上班, 即使是星期天也不例外。

3. Some people... find

- 1) 此中的 *it* 是先行宾语, 真正的宾语是动词不定式短语 *to succeed*

it difficult to succeed in language learning.

in language learning.

- 2) 此句句型是 SVOC。此类句型,若宾语(O)是不定式短语、-ing 分词短语或 *that*-分句,通常用先行 *it* 表示,放在动词(V)之后,而将真正的宾语置于补语(C)之后。这样做的目的在于保持句子结构的平衡。

We find *it* our duty to study and work hard for our country.

We found *it* useless trying to persuade him to go with us.

We think *it* highly probable that he will come tomorrow.

- 3) 除形容词以外,可以充当宾语补足语的成分还有不定式、分词和名词。

The doctor advised Mary to have more exercise. 医生建议玛丽多锻炼。

I saw her going out with her parents. 我看见她和她的父母一起出去了。

They made him captain of the ship. 他们让他当上了船长。

4. Language teachers often offer **advice** to language learners....

此句中的 *advice* 属于不可数名词,其复数形式和单数形式相同,无须加 *s*;这和汉语中数的概念有相通之处,即此类名词若要表示“数”的概念,要像汉语一样使用一个量词,如 a *piece* of news, a *piece* of information, a *piece* of furniture, a *piece*/sheet of paper 等。

5. **Practice** speaking the language every day. 每天练习讲说这种语言。

- 1) *Practice* 在美国英语中既可以作动词,也可以作名词;而在英国英语中, *practice* 是名词,动词则是 *practise*。

- 2) *Practice* 作及物动词时,其后既可用名词,也可用动词。但用动词时,只能用其动名词形式,不可用其不定式形式。此类动词有很多,如 *enjoy*, *finish*, *cannot help*, *risk*, *suggest* 等。

I'm sure they'll *enjoy* listening to modern music.

I *finished* reading it.

He *couldn't help* laughing.

I *couldn't risk* missing that train.

Father *suggested* going by bus.

6. Learn **as** a child **would** learn....
像少儿那样学习。

- 1) 此句中的 *as* 是连词,表示“以...方式”。

Do in Rome as the Romans do.

Treat others as you wish them to treat you.

- 2) *Would* 可用于表示过去惯常的或特征性的行为。

He *would* always turn and wave at the end of the street. 他总是走到街的尽头才转过身来招招手。

When we were young we would help each other with our homework. 我们小时候,总是在做功课时互相帮助。

7. **First of all**, successful language learners are independent learners.

本句中, first of all 是个短语, 作语篇标记, 表示分述, 即把若干性质相同的事情分别论述或叙述(下文有 finally)。

We have found that there are behaviors that the teacher can use to promote opportunities for.... First, Second, Third

Several points need to be made about the distinction between First of all, Second(ly), Third(ly), Finally,

8. **Instead of waiting for the teacher to explain**, they **try to find** the patterns....

- 1) Instead of 两个词合在一起构成一个复合介词, 若其后使用动词, 则必须用其-ing 形式(动名词)。

I stayed in bed all day instead of going to work. 我在床上躺了一整天, 没去上班。

Instead of having lunch she went shopping. 她没去吃午饭, 而是去购物了。

- 2) Waiting for the teacher to explain 的构成应是 waiting for the teacher to explain, 而不是 waiting for the teacher to explain. 在英语里, 有些动词之后可以使用 for + object + to-infinitive 结构的短语, 表示该动词所表示动作的目的。在本结构中, object 是 to-infinitive 的逻辑主语。

When will it suit you for us to call? 我们什么时候打电话对你方便?

It took twenty minutes for the smoke to clear. 20 分钟后烟雾才散尽。

- 3) try to do sth. 的意思是“努力去做...”、“试图做成一件困难的事情”。

Please try to understand what professor Smith will talk about in his lecture. 请(大家)努力弄懂 Smith 教授在讲座中讲到的问题。

The girl once tried to learn French. 这女孩曾尝试学会法语。

9. **Therefore**, successful learners do not wait for a chance to use the language; they look for such a chance.

- 1) 本句中, “therefore”是副词, 意思是“因此, 所以”, 用作语篇标记。
He has broken his leg; therefore he can't walk. 他摔坏了腿, 因此不能走路了。

- 2) 英语中的分号表示两个并列句子成分, 不能用逗号来代替, 如果用逗号, 则需加 and, or, so 等连接词。试比较:

Tom learns Japanese; I learn English.

Tom learns Japanese and I learn English.

- 3) 本句中, wait for a chance to use the language 和 Note 8 中的

waiting for the teacher to explain 不同。本短语不是在说等待的目的,而是表示等待什么(a chance),因此 a chance 和 to use the language 之间不存在逻辑上的主谓关系(动词不定式短语是 a chance 的后置定语)。

10. They are not **afraid** to repeat what they hear or to say strange things... 他们不怕重复听到的东西或者说出奇怪的话来。

- 1) 在英语里,很多形容词之后都可以使用 to-infinitive(带 to 的动词不定式)。

I'm pleased to see you. 很高兴见到你。

He was surprised to learn how much she'd spent. 了解到她花的钱数,他非常吃惊。

本结构中的不定式,常被看作是形容词的宾语。

- 2) 两个并列的动词不定式短语 to repeat what they hear 和 to say strange things 作 afraid 的宾语。在前一个动词不定式短语中,what they hear 是名词性从句,充当 repeat 之宾语。这类从句作宾语时,其词序不倒装,除 what 在句首外,其他一如陈述句。

They told each other what they had done the day before. 他们互相告知对方自己前一天都做了什么。

He didn't know what his uncle was doing this time a week ago. 他不知道他叔叔一个星期前的这个时候在做什么。

11. It is more important for them to learn to think in the language...

It 在句中作形式主语,亦称先行主语,其真正(实际)的主语是带有逻辑主语的动词不定式短语 for them to learn to think in the language。(参看 Note 3)把真正的主语放在句尾,是因为它太长,置于句首则使句子显得头重脚轻。类似的例子还有:

It is a pleasure for us to be here this evening.

It's a pity for you to have to stay indoors in this weather.

It took six weeks for the travelers to reach the coast.

12. ... you have probably been learning independently, actively, and purposefully.

Have been + -ing 是动词的现在完成进行时形式,表示从过去某时开始一直持续进行到现在的行为。

We have been living here for ten years.

They have been widening the road.

I've just been waving good-bye to them.

13. ... if your language learning has been less than successful, you

- 1) If 从句为条件状语从句,表示“如果…就”或“假设…就”之意。

If you took some exercises, you might not be so fat.

If you don't feel well, please let me know.

- 2) Less than 可看成一个固定词组,修饰 successful,译为“不太”或

might do well to
try....

“不怎么”。

We were busy and *less than* delighted to have company that day.

The boys were *less than* happy about having a party.

- 3) Might 和 may 都常用于表示“可能”，即事物将要或正在发生的机会；但 might 与 may 相比，前者所表示的可能概率要小些。试比较：

We may go climbing next summer.

“I might get a job soon.” —“Yes, and pigs might fly.”

- 4) Do well 意为“(如何做)是聪明的/有利的”。

You would do well to get out of here.

You would do well to take your doctor's advice.

You would do well to take the offer.

I did well to listen to my father's advice.

Exercises

I. Choose the correct
answer according to
the passage.

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 purposefully
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 every word of the language, because _____.