

# 高职通用英语

(预备级)

总主编 李德荣

主 编 林萍英

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# 前 言

《高职通用英语》是一套专供高职学生使用的英语教材。它是在采用 2000 年出版的《学院英语》开展了两轮教学实践的基础上,结合教育部有关新的考核要求,重新组织素材编写而成的。

近年来,我国高等职业技术教育发展迅速,形成了鲜明的特色。高职教材也日益引起重视,逐渐成为一个单独的系列。1999 年 12 月,上海交通大学出版社会同华东地区 60 余所高职院校共同研讨 21 世纪高职教材的编写出版问题。

高职的英语教学,更为强调学生获得运用英语进行工作和日常交流的能力。本书作者在这方面做了积极的尝试,受到了许多高职院校的肯定和欢迎。高职英语教学的主要特点是强调“能力为本”,加强口语和听力训练,努力将听、说、读、写等技能训练有机结合,避免把整体性很强的语言学习(尤其在基础阶段)人为地分割为互不相干的数门课程。《高职通用英语》在坚持以上特色的基础上,吸收了教师和学生所提的意见,更为注重基本技能训练,在选题和编排上都有提高,扩大了容量,增加了学生练习册。这套书共有四册(预备级和一~三册),本书为预备级,专供入学时英语基础较差的学生使用。整套书的教学要求贴近高职学生参加的全国高等学校英语应用能力考试。

我们希望,《高职通用英语》会继续受到欢迎。但高职英语教学是一个新的领域,有待于更多有识之士的深入探讨。编者虽然在不断努力,但毕竟识见有限,本书疏漏和错误之处,欢迎批评指正,以期不断修正。

本教材总主编为李德荣教授;本册主编为林萍英。参加编写者有(以姓氏笔划为序)王兴浩、卢宁宁、杨新如、高海凌、雷小青。

编 者

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# Unit 1 Text

## Conversation

### A

*Peter and Mary are freshmen, and they are classmates. Now they are introducing each other.*

Peter: Hi, my name is Peter Jones.

Mary: Hi, my name is Mary Smith. How do you do ?

Peter: How do you do ? Glad to meet you.

Mary: Glad to meet you, too.

### B

*Now their English teacher Mr. White enters the classroom.*

Mr. White: Good morning, everybody. My name is White Johnson.

Students: Good morning, sir.

Mr. White: I'm pleased to be your English teacher. I wish we would have a good term.

Peter: I'm glad to be a student of your class. I wish we would be good friends.

Mr. White: I'm sure.

### Questions:

1. Do you know how to introduce yourself to someone else for the first time ?
2. What's your English teacher's name ? How about him/ her ?
3. Could you introduce your deskmate to us ?

# Passage Reading

## English Makes You Feel Good

You already know that English can improve your life. But, have you ever wondered how it would feel to know English well?

Imagine...

You're at an English class. Everybody is doing an exercise. People are all talking about the exercise; there is a lot of noise. You finished two minutes ago, and now there are people around you asking questions. "What does *extemporaneous* mean?" "What's the answer in point 2?" You know the correct answers and you help them. You know why they asked your help—because they know you are good. You feel respected and admired. The teacher has noticed your skills, too. He looks at you with admiration.

You're flying on a plane, coming back from your vacation. You see the person next to you reading an American newspaper. Since the flight is going to take a long time, you decide to have a conversation. "The engines are awfully loud, aren't they?" you say. "Yeah. It looks like the airplane may break into pieces at any moment," he laughs. The conversation goes on. You speak easily and you enjoy it. A moment before touchdown, your neighbor says: "You speak just like an American. Your pronunciation, your grammar—it's amazing!" You get off the plane smiling. What a great day!

You're on a bus to school, just like every day. You decide to spend the time reading a few pages out of a book. You take it out. The book is in English. As you start reading, the person sitting next to you looks at the book's cover and notices the English title. The person gives you a long look of admiration and envy. A moment later, some other people in the bus start staring at you. They would like to be able to read an English book, but they can't. You feel satisfaction. You're glad you've spent time on learning English.

You're at an international airport. You walk quickly, and you look confident. You understand all the signs around you, and you understand the announcements. You know that if there were any problems you could easily communicate with the airport's staff in their own language. You walk to your

gate, thinking how much more difficult it would be if you didn't know English.

You're having a great moment with your girlfriend. You're sitting close to each other; your hand is around her back. The radio is playing a beautiful song. You can understand every word of it. Your girlfriend asks: "What's the song about?" "It's about love, honey," you reply. "You're so smart. I wish I knew English like you do," she says. You feel loved and admired.

### Questions:

1. Can you give an example of how English improves your life?
2. What are the students doing in the first paragraph and what are you doing?
3. How will you feel if you know the correct answers at an English class?
4. What is the teacher's feeling to you and why?
5. In the second paragraph, what are you doing now?
6. What is the person next to you doing on the plane doing?
7. How do you start a conversation on the plane?
8. Why can the conversation on the plane go on?
9. Why does the person sitting next to you on the bus give you a long look of admiration and envy?
10. Who says you are smart in the text and why?

### Vocabulary

confident /'kɒnfɪdənt/ *adj.*

amazing /ə'meɪzɪŋ/ *adj.*

satisfaction /,sætɪs'fækʃən/ *n.*

imagine /ɪ'mædʒɪn/ *vt.*

extemporaneous /ek'stempə'reɪnjəs/ *adj.*

correct /kə'rekt/ *adj.*

respect /rɪ'spekt/ *vt.*

admire /əd'maɪə(r)/ *vt.*

skill /skɪl/ *n.*

admiration /əd'mɪ'reɪʃən/ *n.*

vacation /və'keɪʃən/ *n.*

flight /flaɪt/ *n.*

conversation /,kɒnvə'seɪʃən/ *n.*

自信的

令人吃惊的

满意, 满足; 令人满意的事物

想象, 设想

无准备的, 即席的

正确的, 恰当的, 端正的

尊敬, 尊重

赞美, 钦佩, 羡慕

技能, 技巧

钦佩, 赞美, 羡慕

假期, 休假

飞机的航线, 班机

会话, 交谈

engine /'endʒɪn/ *n.*  
awfully /'ɔ:fulɪ/ *adv.*  
touchdown /'tʌtʃdaʊn/ *n.*  
pronunciation /prəˈnʌnsi'eɪʃən/ *n.*  
grammar /'græmə(r)/ *n.*  
envy /'envɪ/ *n.*  
international /ˌɪntə'næʃənəl/ *adj.*  
announcement /ə'naʊsmənt/ *n.*  
communicate /kə'mju:nikeɪt/ *vi.*  
title /'taɪt(ə)l/ *n.*

发动机, 机车  
非常, 很, 十分  
(飞机)着地, 降落  
发音  
语法  
羡慕, 嫉妒  
国际的  
宣告, 发表, 告示  
沟通, 通信  
名称, 标题

Phrases and Expressions

|                     |           |
|---------------------|-----------|
| give a long look    | 看了好一会儿    |
| get off             | 下来        |
| go on               | 继续        |
| have a conversation | 交谈        |
| stare at            | 盯着看       |
| break into pieces   | 打成碎片      |
| look like           | 看起来像      |
| at any moment       | 在任何时候, 随时 |
| a moment later      | 过了一会儿     |

Notes to the Text

1. It looks like the airplane may break into pieces at any moment: 飞机好像随时就会碎裂一样。
2. You understand all the signs around you, and you understand the announcements: 你能看懂你周围的标志, 听明白通知。

Grammar

名词的数

名词分可数名词(countable noun)和不可数名词(uncountable noun)两种。  
可数名词有单数(singular form)和复数(plural form)形式。

- 可数名词复数形式构成如下:
1. 绝大多数名词的复数形式是在名词后加“s”。e. g:

chair—chairs book—books house—houses school—schools

2. 以字母 s, sh, ch, x 结尾和以辅音字母+o 结尾的名词后加“es”。e. g:

class—classes match—matches brush—brushes box—boxes

hero—heroes tomato—tomatoes potato—potatoes

注意:piano—pianos photo—photos

3. 以字母 f 或 fe 结尾的名词变成复数时,先把 f 或 fe 改为 v,再加“es”。e. g:

life—lives leaf—leaves wife—wives shelf—shelves

注意:roof—roofs chief—chiefs

4. 以辅音字母+y 结尾的名词变成复数时,先把 y 改为 i,再加“es”。e. g:

country—countries library—libraries factory—factories baby—babies

注意:boy—boys

5. 有的名词的复数形式不规则。e. g:

man—men woman—women tooth—teeth goose—geese foot—feet

child—children mouse—mice ox—oxen phenomenon—phenomena

appendix—appendices crisis—crises basis—bases thesis—theses

analysis—analyses medium—media datum—data criterion—criteria

6. 有的名词单、复数一致。e. g:

sheep deer Chinese Japanese means series species

注意:German—Germans American—Americans

Englishman—Englishmen Dutchman—Dutchmen

7. 复合名词的复数形式也有规律。e. g:

sister-in-law—sisters-in-law son-in-law—sons-in-law

girl friend—girl friends boy friend—boy friends

man doctor—men doctors woman soldier—women soldiers

grown-up—grown-ups go-between—go-betweens

looker-on—lookers-on editor-in-chief—editors-in-chief

## Word Usage

### Give

Mary was **given away** by her father.

The examiners have given away the answer. Don't lie! Your face **gives you away**.

He **gave away** his last chance of winning the election when he said the wrong thing.



I hope the holiday will **give him back** his good spirits.

**Give** your examination papers **in** when you've finished.

I only hit him a few times, then I **gave it away**.

The room **gives off** a bad smell.

Some economic statistics are **giving off** negative signals.

They had been requested not to **give out** details of the machines' construction.

The supply of food **gave out**.

The bus **gave out** halfway up the hill.

The main body of the article is **given over to** analyzing three poets.

It's time you **gave over** such childish behavior.

She **gave herself over** to laughter before she could go on.

The criminal went to the police to **give himself up**.

All hope of finding the missing plane was **given up**.

You took so long to arrive that we had almost **given you up**.

## Listening Exercise

**1. Listen to the following paragraph twice. Then answer the following questions.**

1. Who is O. Henry?

He is \_\_\_\_\_.

2. What kind of family was he born in?

\_\_\_\_\_.

3. How many years did he spend in prison?

\_\_\_\_\_.

4. What did he do when he was in prison?

\_\_\_\_\_.

5. What is the name of the story we learned in middle school?

\_\_\_\_\_.

## Grammar Exercise

**2. Give the plural form of the following nouns.**

|       |       |       |        |
|-------|-------|-------|--------|
| foot  | house | brush | zoo    |
| tooth | child | month | tomato |
| goose | class | watch | potato |
| mouse | box   | hero  | shelf  |

|       |         |            |             |
|-------|---------|------------|-------------|
| wolf  | ox      | woman      | looker-on   |
| knife | country | American   | man-doctor  |
| deer  | boy     | Chinese    | girl-friend |
| sheep | man     | son-in-law |             |

**3. Fill in the blanks with the words in Exercise 2. Change the form if necessary.**

1. Her mother bought five kilos of \_\_\_\_\_ at the grocer's.
2. When the cat's away, the \_\_\_\_\_ will play.
3. —If I want to learn Chinese painting, what should I buy?  
—You need to buy a \_\_\_\_\_, ink and some paper.
4. It took us several \_\_\_\_\_ to complete the road.
5. All the soldiers are armed to the \_\_\_\_\_.
6. \_\_\_\_\_ are often compared to the flower of our country.
7. You'd better separate the \_\_\_\_\_ from the goats.
8. There are a lot of books on the \_\_\_\_\_ along the walls.
9. Nowadays \_\_\_\_\_ are almost equal to \_\_\_\_\_ in many aspects.
10. \_\_\_\_\_ turn green again when spring comes.

**4. Make sentences after the model.**

**Model 1** The enemy plane was shot down when it intruded into our air space. →  
The enemy plane was shot down the moment it intruded into our air space.

1. They looked both ways when they crossed the street.

---

2. I made my decision when I talked to my parents.

---

3. He sent a message when he succeeded in the exam.

---

4. I met one of my best friends when I got off at the airport.

---

5. You must take off your shoes when you enter the room.

---

**Model 2** feel + object doing/done/ do... +n. /adj. /that clause →

I am getting younger and younger.

I feel myself getting younger and younger.

1. The wind is blowing on my face.

---

2. I was hit by someone on the back.

---

3. They are all very worried.

---

4. He thought he himself was a fool.

---

5. He was on very thin ice.

---

## Vocabulary Exercise

**5. Match the words or phrases in Column A with the definitions in Column B.**

### A

1. amazing
2. satisfaction
3. imagine
4. vacation
5. flight
6. conversation
7. engine
8. awfully
9. touchdown
10. pronunciation
11. grammar
12. envy
13. international
14. announcement
15. communicate

### B

- a. shake or exchange (thoughts, news, etc. )
- b. the landing of an aircraft
- c. form a picture in the mind
- d. holiday
- e. journey made by air
- f. talking
- g. extremely or quite
- h. a mechanical appliance
- i. pronouncing words
- j. the state of satisfied
- k. system of rules in a language
- l. involving two or more nations
- m. desire for the possessions
- n. making known publicly
- o. surprising

**6. Fill in the blanks with the words or expressions given in the box. Change the**

**form if necessary.**

|              |           |         |                   |             |
|--------------|-----------|---------|-------------------|-------------|
| conversation | respect   | get off | break into pieces | communicate |
| announcement | look like | envy    | admiration        | stare at    |

1. He was filled with \_\_\_\_\_ of me at my success.
2. We can \_\_\_\_\_ with people in most parts of the world by telephone.
3. I wish people would \_\_\_\_\_ my privacy.
4. I saw him in \_\_\_\_\_ of a friend.
5. The teapot fell and was \_\_\_\_\_.
6. I don't know him but he has been \_\_\_\_\_ me for ten minutes.
7. These precious machines \_\_\_\_\_ toys.
8. He waited for the \_\_\_\_\_ of the result of the competition with bated breath.
9. We have a great \_\_\_\_\_ for the people's heroes.
10. The plane \_\_\_\_\_ on time.

**7. The word "fortune" can form different words. Fill in the blanks with the different forms of the word, and put its Chinese meaning in the brackets.**

1. She had the good \_\_\_\_\_ ( ) to be free from illness.
2. \_\_\_\_\_ ( ) the train was on time.
3. \_\_\_\_\_ ( ) never comes alone.
4. We will do our best to help those \_\_\_\_\_ ( ) people.
5. \_\_\_\_\_ ( ) belts are worn only by a small percentage of drivers and passengers.
6. I was \_\_\_\_\_ ( ) to catch today's last bus to the county at the last minute.

**8. Fill in each blank with only one word according to Word Usage.**

1. We kept asking Tom to leave his assignment and go skating with us and finally he gave \_\_\_\_\_.
2. She looks like a Chinese teacher when seen from the back, in her woolly hat, but her straight nose and brown hair give her \_\_\_\_\_.
3. The kitchen smells of the odor that rotten eggs gave \_\_\_\_\_.
4. Henry is responsible for collecting the exercise-books and giving \_\_\_\_\_

the teaching materials in our class.

5. Mrs. Jackson has given all her daughter's toys \_\_\_\_\_ now that the girl is an undergraduate at Cambridge.
6. After Bill proved that he could drive a car perfectly and safely, his mother gave \_\_\_\_\_ and bought him a car.
7. When he went to college to study, he didn't want to give \_\_\_\_\_ his job as a football referee.
8. The missing climbers were given \_\_\_\_\_ for lost.
9. Please give \_\_\_\_\_ crying. Do give \_\_\_\_\_ !
10. Many enemy troops gave \_\_\_\_\_ their arms and surrendered.

## Translation Exercise

### 9. Complete the sentences according to the Chinese in the brackets.

1. She speaks so well that her friends are filled \_\_\_\_\_ (赞美).
2. I \_\_\_\_\_ (下来) the plane at Shanghai.
3. Peter \_\_\_\_\_ (确信) winning the post as the assistant to the managing director.
4. He will be here \_\_\_\_\_ (一会儿).
5. You can call me \_\_\_\_\_ (任何时候).

### 10. Put the following sentences into English.

1. 听了这话我感到迷惑不解。(feel... puzzled)
2. 我还清楚地记得这地方 1949 年是什么样子。(look like)
3. 你怎样利用你的业余时间?(spend)
4. 他度假回来,健康大为好转。(come back)
5. 小女孩和她的同学们正玩得很开心。(have a great moment)

## Supplementary Reading

### Why We Dream

Let us begin by saying what does not cause our dreams. Our dreams do not come from

“another world”. They are not messages from some outside source. They are not a look into the future, either.

All our dreams have something to do with our <sup>1</sup>**emotions**, fears, longs, wishes, needs and memories. But something on the “outside” may <sup>2</sup>**affect** what we dream. If a person is hungry, or tired, or cold, his dreams may <sup>3</sup>**include** a feeling of this kind. If the <sup>4</sup>**covers** on your body, such as a quilt or a <sup>5</sup>**blanket**, have <sup>6</sup>**slipped** off your bed, you may dream that you are sleeping or resting on the ice and snow. The <sup>7</sup>**material** for the dream you will have tonight <sup>8</sup>**is likely to** come from the experience you have today.

So the subject of your dream usually comes from something that has <sup>9</sup>**effect** on you while you are sleeping ( feeling of cold, a noise, a <sup>10</sup>**discomfort**, etc. ) and it may also use your past <sup>11</sup>**experiences** and the wishes and interests you have now. This is why very young children are likely to dream of <sup>12</sup>**fairies**, older children or school examinations, hungry people of food, <sup>13</sup>**homesick** soldiers of their families, and <sup>14</sup>**prisoners** of freedom.

To show you how that is happening while you are asleep and how you your wishes or needs can all be joined together in dream, here is the story of an experiment. A man was asleep and the back of his hand was <sup>15</sup>**rubbed** with a piece of <sup>16</sup>**absorbent cotton**. He would dream that he was in a hospital and his charming girl friend was visiting him, sitting on the bed and feeling gently his hand !

There are some scientists who have made a <sup>17</sup>**special study** of why we dream, what we dream

- 1. 情绪, 情感, 感情
- 2. 影响
- 3. 包括, 包含
- 4. 盖子, 覆盖物
- 5. 毯子
- 6. 滑动, 滑倒
- 7. 材料, 原料, 素材
- 8. 很可能…
- 9. 效果, 作用, 影响
- 10. 不便之处, 不适
- 11. 经验, 体验, 经历
- 12. 仙女, 精灵
- 13. 思家的, 思乡病的
- 14. 囚犯; 犯人
- 15. 用…擦; 擦上
- 16. 脱脂棉, 药棉
- 17. 专门研究

and what those dream mean. Their explanation of dreams, though a bit reasonable, is not accepted by everyone, but it offers an interesting <sup>18</sup>**approach** 18. 方法, 步骤, 途径 to the problem. They believe that dreams are mostly expressions of wishes that did not <sup>19</sup>**come** 19. 实现, 完成 true.

**Choose the best answer according to the passage.**

1. Which of the following statements is not true about our dreams?
  - A. Our dreams have something to do with our wishes
  - B. Our dreams have something to do with our needs
  - C. Our dreams have something to do with our experiences
  - D. Our dreams have something to do with messages
2. If the covers have slipped off your bed, you may dream that \_\_\_\_\_.
  - A. you are staying in a cold surrounding
  - B. something comfortable happens to you
  - C. you lost something
  - D. you need some money
3. When a person feels hungry, he may dream of \_\_\_\_\_.
  - A. fairies
  - B. school examinations
  - C. fine food and drinks
  - D. his family members
4. Some scientists' explanation of dreams \_\_\_\_\_.
  - A. does not give an outlet for hopes
  - B. offers an interesting approach to the problem
  - C. gives us an exact answer to the problem
  - D. is widely accept

# Unit 2 Text

## Conversation

### A

*Now Peter is going to the library, but he doesn't know the way to it. He is asking Mary how to get there.*

Peter: Excuse me. Could you tell me the way to the school library?

Mary: Certainly. Go straight along this road till the crossroad. Then turn right. You will find a beautiful building. That's the school library. You can't miss it.

Peter: Thank you. See you later.

Mary: See you.

### B

*Mary finds someone is looking round at the school gate. She goes up to him.*

Mary: Excuse me, can I help you?

Stranger: Yes. I'm looking for the English teachers' office.

Mary: It is on the third floor in the Administration Building.

Stranger: Is that building?

Mary: Yes. You can take the elevator to the third floor. The English teacher's office is just beside it.

Stranger: Thank you very much. You're a big help.

Mary: Don't mention it.

### Questions:

1. How can you go to your school library?
2. Could you show your deskmate the way to your school canteen?



# Passage Reading

## Moving to a New Country

When Mike and Jean Parker moved to Japan, everything was new and strange. They had been told by many people about the interesting opportunities in Japan. They were excited about living in a different culture. They had been well educated in the United States, and they wanted to earn good salaries at their jobs.

Mike was an engineer, and he had found a job with a Japanese electronics company. Jean had been a teacher, but later she had studied management and business courses in the United States. She hoped to find a job with a Japanese company, and she was sure she could be successful.

At first, things were not easy. Mike and Jean didn't have any friends in Japan. No arrangements for an apartment had been made for them before they came. They had to find one quickly. They found a furnished apartment, but it was expensive. It was a pleasant place, but it wasn't very large.

Their neighbors, the Takadas, were very friendly. They spoke English very well, and they helped Mike and Jean improve their Japanese. Mrs. Takada helped Jean with her shopping. She also helped her understand Japanese customs.

Jean continued to look for work, but there were no jobs for her. She wasn't happy. She missed her family and friends in the United States. Mike urged her to be patient. He was sure she would find a good job soon. Then they would both be paid good salaries.

One day Jean went for an interview with a large exporting company. Mr. Sobata, the owner of the company, needed someone to teach English to some of his employees. At first Jean was afraid she wouldn't be hired. However, Mr. Sobata liked Jean, and he was impressed by her understanding of Japanese customs and language. He gave her the job and told her that she could start the next day.

Soon Mike and Jean were both earning good salaries. They met many new friends. Some were Japanese and some were other Americans. They began to