

全国高职高专公共英语教材
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基础英语教程 ④

Essential English Course ④

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前言

全国高职高专《基础英语教程》第四册是承接前三册的提高级教材。本套教材是依据教育部 2000 年 11 月颁发的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)以及教育部颁发的《大学英语教学大纲》(以下简称《教学大纲》)的英语四级教学要求编写的,是目前国内唯一一套按照最新《基本要求》与《教学大纲》相衔接而编写的高职高专公共英语教材,填补了我国高校教材的该项空白。全套教材从调研、策划、讨论到组织、编写工作历时三年之久。根据教育部最新颁布的《基本要求》及《教学大纲》,北京大学出版社组织专业人员进行了八个多月的调研、策划。在此期间,我们走访了许多高职高专学校的在校生、毕业生与任课教师,采用座谈、抽样调查、统计等形式,深入分析他们对英语课教学的意见与建议,随后又在全国十几个省、直辖市召开座谈会,广泛听取各地一线教师与英语教学专家的意见,并参考国内外大量优秀教材,精心策划,制定出严格的编写计划。在此基础上,我们在全国范围内组织发动经验丰富的英语教师与英语教学专家(涉及范围达 10 个省、直辖市)编写该套教材。下面说明一下《基础英语教程》第四册的编写思路、特点及其所体现的教学理念。

一、编写思路

本册教材作为高职高专英语教育的基础英语教程,其主要任务是在前三册《基础英语教程》的基础上,继续加强对高职高专学生的英语综合语言能力和交际能力的培养提高,并使其达到《基本要求》提出“提高级”,即《教学大纲》规定的大学公共英语四级(College English Band 4)的教学要求。因此,本册教材适用于普通高中毕业进入高职高专的学生,在完成二、三两级教材的学习并达到英语 A 级教学要求后,可继续选学本册教材,以便达到大学公共英语四级教学要求的水平。

二、教材选文

教材的选文是关系到教材质量的核心问题,因此在选文过程中我们严格把握住以下几条原则:

1. 与前三册照应的原则

根据前三册各单元的选材内容,其选文基本上是以应用性题材为主。为了使全套教材的整体合一,并使其具有知识结构上的系统性和科学性,在第四册教材的选文上有一定比例的选文与前三册相照应,但其难度则适当加大。

2.与公共英语四级教学相适应的原则

目前国家实行公共英语四级教学涉及的认知词汇为 4200 个。从语言内容或知识面上涉及的方面比较广泛。例如:语言文学、文化教育、政治经济、社会历史、劳动就业、科技信息、自然环境、人文地理等方方面面。因此在本册教材的选文上,我们力求使选文的范围能涵盖上述内容的方方面面,尽量做到选文题材多样、内容丰富。

3.注意创新的原则

在教材选文及各单元编写上要突出创新的原则,尤其在选文上要使其具有教育性、前瞻性和可读性。教育性:选文内容健康向上,符合国家提出的教育方针的要求。前瞻性:选文内容要能反映出时代发展的信息和创意,重点突出一个新字。所有选文均取自于近几年出版的国外名著和各报纸杂志中,选文的语言材料均取之于以英语为母语的作家之手,并具有较强的哲理性。可读性:选文一方面在内容上具有广泛的涵盖性,其中各单元中的三篇选文难易适当、层次分明,从而使选文内容具有较高的可读性和趣味性,以免枯燥、晦涩。

三、突出新的教学理念

现代英语教育的理念是以学生为中心,充分调动学生的学习积极性。同时,充分发挥教师的创造性劳动,以新的教学理念和教学方法全面培养学生的语言交际能力。为突出这一教学理念,本书在词汇、语法、句法以及加强学生的语言交际能力的训练等方面都给予了充分的考虑。现择其主要的方面作如下说明:

1.词汇部分

根据《基本要求》和《教学大纲》的要求,高职高专阶段的 B 级要求达到认知词汇量 2500 个;A 级要求达到认知词汇量 3400 个;提高阶段或大学英语四级要求达到认知词汇量 4200 个,并具有按照基本构词法识别生词的能力。因此,本册教材新增四级词汇约为 800 个,如果将前三册出现的四级词汇统计在内,则基本涵盖了大学英语四级所要求的全部词汇。为了保持选文的完整性和原创性,选文中保留了部分超纲单词(大约为 5%~8% 左右,并在 New Words 部分以斜体标示)和少量的大学英语 5~6 级词汇(在 New Words 部分以上角标“6”标示),全册总计新增词汇约为 900 个。

2.语法、句法部分

《基本要求》指出语法教学的重点是培养学生实际使用语法的能力。在语法、句法部分的编写中我们吸取了张振邦先生“以句法带词法”教学语法体系的优点和 Quirk 的语法体系“谓动词核心论”的理论。在形式上吸收了一些有助于能力培养的体例结构模式。同时,结合课文中难度较大的语法和句法现象,分别在学生用书和教师用书中给予了必要的注解。

考虑到前三册已编写了相应的语法教学内容,因此为避免与前几册相关内容的重复,第四册将语法教学的重点放在以词法和重点语言现象的讲练为主。在词法的讲练方面,我们主要根据各单元出现的符合构词规律的词(例如前缀、后缀、合成词、综合词、派生词等),编写了构词练习以帮助学生掌握一些基本的构词规律和扩充其词汇量。

3. 口语训练部分

考虑到《基础英语教程》的教学是一个综合培养学生语言能力的过程,因此我们在课后的练习中增加了口语训练的内容,设计了一些针对课文的问答题供教师、学生参考使用。

4. 阅读部分

本套教程前三册是每单元按 A、B、C 三篇选文,本册教程为了与前三册整体合一,也同样按 A、B、C 三篇选文编排。为了适当地控制全书篇幅,我们将 Section 1 的选文控制在大约 1000~1500 词之间,Section 2 的选文控制在大约 800~1000 词之间,Section 3 的选文控制在大约 600~800 词之间。教师在授课中可根据实际需要讲授相关的选文或指导学生自己阅读。

5. 翻译部分

进行翻译训练,一是有助于加深学生对课文中的词组、句型、语法现象的理解应用,二是有助于培养学生的思辨能力和写作能力,因翻译训练是提高写作能力的必要途径。为此,我们在各单元的练习中针对课文 Section 1 的重点词组、句型和语法现象设计了相应的英汉互译练习题供学生练习。

6. 写作部分

以提高学生的写作能力为出发点,以适应公共英语四级教学的要求和提高学生的语言能力为目标,我们在各单元中设计了写作练习提要或题目供学生练习。这样编排的依据是:写作能力的提高是个循序渐进的过程,各单元设计一定的写作任务是有助于提高学生的语言运用能力,也便于学生熟悉一些应试题型。同时,考虑到前三册的写作练习基本上以应用文为主,所以第四册在写作文体上主要以议论文为主。

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Language and Culture

Section One Intensive Reading

The Role of English in the 21st Century

PREVIEW

English continues to be the world standard language in the 21st century. But the world is in transition and the English language will take new forms. How will the world standard English develop in a 100 years? What will happen to English when it achieves genuine world status?

The world is in various stages of social, economic, and demographic transition. Economically and politically, the world has changed more rapidly in the past few years than at any time since 1945. The emerging global economy is both competitive and interdependent. It reflects the availability of modern communications and production technologies in most parts of the world. So, do we need to be concerned about the future of the English language in the 21st century? According to *The Economist* (1996), English continues to be the world standard language, and there is no major threat to the language or to its global popularity. But, changes are coming.

An international economy

Two factors drive this global marketplace. First, many manufactured products have one or more foreign components. Ford cars and IBM computers are just two examples of this. Second, more than half of all imports and exports, which governments label foreign trade, are conducted between domestic com-

panies and their foreign affiliates.

Why discuss economics with the English language? Because the English language is closely associated with this economic modernization and industrial development.

Information is sent and received at increasing speed. The competitive demands of governments, industries, and corporations, both national and multinational, for technological progress—require an understanding of the language of that technology-English.

Spread of English

The global spread of English over the last 40 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the language; by its depth of penetration into societies; by its range of functions.

Worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. And by 2000 one in five—over one billion people—will also be learning English. Over 70% of the world's scientists read English. About 85% of the words mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. This trend will certainly affect the language.

English is used for more purposes than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment styles. What began some 1,500 years ago as a rude language, originally spoken by obscure Germanic tribes who invaded England, now encompasses the globe.

Three factors continue to contribute to this spread of English: English usage in science, technology and commerce; the ability to incorporate vocabulary from other languages; and the acceptability of various English dialects.

In science, English replaced German after World War II. With this technical and scientific dominance came the beginning of overall linguistic dominance, first in Europe and then globally.

Today, the information age has replaced the industrial age and has compressed time and distance. This is transforming world economics from industrial production to information-based goods and services. Ignoring geography and

borders, the information revolution is redefining our world. In less than 20 years, information processing, once limited to the printed word, has given way to computers and the Internet. Computer-mediated communication is closing the gap between spoken and written English. It encourages more informal conversational language and a tolerance for diversity and individual style, and has resulted in Internet English replacing the authority of language institutes and practices.

English has a large and extensive vocabulary, of which about 80% is foreign. Therefore, it has cognates from virtually every language in Europe and has borrowed and continues to borrow words from Spanish and French, Hebrew and Arabic, Hindi-Urdu and Bengali, Malay and Chinese, as well as languages from West Africa and Polynesia. This language characteristic makes it unique in history.

Finally, no English language central authority guards the purity of the language, therefore, many dialects have developed: American, British, Canadian, Indian, and Australian, to name a few. There is no standard pronunciation. But within this diversity is a unity of grammar and one set of core vocabulary. Thus, each country that speaks the language can inject aspects of its own culture into the usage and vocabulary.

However, the future is unpredictable. There has never been a language so widely spread or spoken by so many people as English. So, there are no precedents to help us predict what happens to a language when it achieves genuine world status.

Changes in the 21st century

The world is in transition, and the English language will take new forms. The language and how it is used will change, reflecting patterns of contact with other languages and the changing communication needs of people.

English is ridding itself of its political and cultural connotations as more people realize that English is not the property of only a few countries. Instead, it is a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.

One question that arises about the future role of the English language is whether a single world standard English will develop. This could result in a supranational variety that all people would have to learn.

The widespread use of English as a language of wider communication will continue to exert pressure toward global uniformity. This could result in declin-

ing standards, language changes, and the loss of geolinguistic diversity.

There is no reason to believe that any one other language will appear within the next 50 years to replace English. However, it is possible that English will not keep its monopoly in the 21st century. For example, Spanish is rising because of expanding trade and the increase of the Latino population in the United States. This could create a bilingual English-Spanish region.

Conclusion

English has been an international language for only 50 years. If the pattern follows the previous language trends, we still have about 100 years before a new language dominates the world. However, this does not mean that English is replacing or will replace other languages as many fear. Instead, it may supplement or co-exist with languages by allowing strangers to communicate across linguistic boundaries. It may become one tool that opens windows to the world, unlocks doors to opportunities, and expands our minds to new ideas.

New Words

demographic /demə'græfik/ *a.* 人口学的;人口统计学的

transition /træn'ziʃən/ *n.* **changing from one state to another** 转变

interdependent /ɪntədi'pendənt/ *a.* **depending on each other** 互相依赖的, 互相依存的

popularity /pɒpju'lærɪti/ *n.* **quality or state of being liked or admired by many people** 普及, 流行

affiliate /ə'fɪlieɪt/ *n.* 隶属的机构

modernization /mɒdənaɪ'zeɪʃən/ *n.* 现代化

multinational /mʌlti'næʃnəl/ *a.* **involving many countries** 多国的

penetration /ɪpeni'treɪʃən/ *n.* **(action or process of) penetrating** 进入

worldwide /wɜ:ld'waɪd/ *a.* **found in or affecting the whole world** 遍及全世界的

competence /'kɒmpɪtəns/ *n.* **ability** 能力

retrieval /ri'tri:vəl/ *n.* **retrieving** 检索

vocabulary /və'kæbjʊləri/ *n.* **total number of words that make up a language** 词汇

- entertainment** /ˌentəˈteɪnmənt/ *n.* thing that entertains 娱乐
- obscure** /əbˈskjuə(r)/ *a.* not easily or clearly seen or understood 不易看清的, 费解的
- Germanic** /dʒəˈmænik/ *a.* having German characteristics 日耳曼(人、民族、语系)的
- tribe** /traɪb/ *n.* racial group united by language, religion, customs, etc and living as a community under one or more chiefs 部落
- encompass** /ɪnˈkʌmpəs/ *vt.* surround 包围, 环绕
- incorporate** /ɪnˈkɔ:pəreɪt/ *vt.* make sth part of a whole 包含
- acceptability** /əkˌseptəˈbɪlɪti/ *n.* 接受, 接纳
- overall** /ˈəʊvərɔ:l/ *a.* total 全部的, 总计的
- linguistic** /lɪŋˈɡwɪstɪk/ *a.* of language 语言的
- compress** /kəmˈpres/ *vt.* press sth together 压缩
- redefine** /ˌriːdiˈfaɪn/ *vt.* define again 重新解释
- tolerance** /ˈtɒlərəns/ *n.* willingness or ability to tolerate sb/sth 忍受
- diversity** /daɪˈvɜ:sɪti/ *n.* state of being varied 多样性
- cognate** /ˈkɒɡneɪt/ *a.* (of a word or language) having the same source or origin as another one (指词或语言)同源的
- purity** /ˈpjʊərəti/ *n.* state or quality of being pure 纯净, 纯洁
- unity** /ˈjuːnɪti/ *n.* harmony or agreement 一致
- inject** /ɪnˈdʒekt/ *vt.* introduce (new thoughts, feelings, etc) into sb/sth 引进(新思想、感情等)
- precedent** /ˈprezɪdənt/ *n.* existing precedents 先例
- connotation** /ˌkɒnəˈteɪʃən/ *n.* idea which a word makes one think of in addition to the main meaning 隐含意义
- supranational** /ˌsuːprəˈnæʃənəl/ *a.* going beyond national boundaries 超国家的
- pressure** /ˈpreʃə(r)/ *n.* strong or oppressive influence 强大的影响
- uniformity** /ˌjuːniˈfɔ:mɪti/ *n.* 千篇一律
- decline** /diˈklaɪn/ *v.* become weaker, fewer, etc 变弱, 变少
- geolinguistic** /ˌdʒiələŋˈɡwɪstɪk/ *a.* 地理语言学的
- monopoly** /məˈnɒpəli/ *n.* sole possession 独占
- bilingual** /ˌbaɪˈlɪŋɡwəl/ *a.* able to speak two languages equally well 会说两种语言的

co-exist /ˌkəʊɪgˈzɪst/ *vi.* **exist together at the same time or in the same place**

共处, 共存

unlock /ˌʌnˈlɒk/ *vt.* **unfasten the lock of (a door, etc) using a key** (用钥匙)

开锁

Phrases and Expressions

give way to ... be replaced by... 被……代替

result in have a specified effect or consequence 产生某种作用或结果

inject...into... introduce...into... 向……介绍, 引进……

rid... of... make...free from 使……摆脱……

Proper Nouns

Hebrew 希伯来语, 希伯来人

Arabic 阿拉伯人的, 尤指其语言或文学。

Hindi-Urdu 印地-乌尔都语

Malay 马来语

Bengali 孟加拉语, 孟加拉国人

Latino 居住在美国的拉丁美洲人, 拉丁美洲居民

Polynesia 波利尼西亚中太平洋的群岛, 意为“多岛群岛”, 主要包括夏威夷群岛、萨摩亚群岛、汤加群岛和社会群岛等。

Notes

1 Ford, Henry (1863—1947)

the founder of the Ford Motor Company and one of the first to apply assembly line manufacturing to the mass production of affordable automobiles. This

achievement not only revolutionized industrial production, it had such tremendous influence over modern culture that many social theorists identify this phase of economic and social history as “Fordism.”

Ford was born on a prosperous farm owned by his parents, William and Mary Ford, immigrants from County Cork, Ireland. He was the eldest of six children. As a child, Henry was passionate about mechanics. At 12, he spent a lot of time in a machine shop, which he had equipped himself. By 15, he had built his first internal combustion engine.

2 IBM

International Business Machines (or colloquially, Big Blue) is headquartered in Armonk, New York, USA. The company manufactures and sells computer hardware, software and services.

IBM's history dates back decades before the development of computers—before that it developed punched card data processing equipment. It originated as the Computing Tabulating Recording (CTR) Corporation, which was incorporated on June 15, 1911 in Binghamton, New York. This company was a merger of the Tabulating Machine Corporation, the Computing Scale Corporation and the International Time Recording Company, the president of the Tabulating Machine Corporation at that time was Herman Hollerith. Thomas J. Watson Sr., the founder of IBM, became General Manager of CTR in 1914 and President in 1915. On February 14, 1924, CTR changed its name to International Business Machines Corporation.

- 3 Over 70% of the world's scientists read English: There are more than 70% of the world's scientists who can understand English.
- 4 The Economist: It is a weekly newspaper published by The Economist Newspaper Limited in London, and distributed worldwide. The Economist focuses on world politics and business, although they also have regular sections on science and technology, as well as books and arts. In addition to the news articles, every other week the newspaper includes a more in-depth survey of a region or a field of business. The newspaper articles generally take both an economically and socially liberal position. In the sense it disfavors government interference in either social or economic activity. Although views taken by individual contributors are quite diverse, The Economist has a trademark “tight writing” style, famous for putting a maximum amount of information into a minimum of column inches.

Exercises

I. Answer the following questions.

1. By 2010, how many people will speak English?
2. In what ways is the global spread of English remarkable?
3. What is the relationship between economics and the English language?
4. What are the factors that continue to contribute to the spread of English?
5. Why does English have a large and extensive vocabulary?
6. In the 21st century the English language and how it is used will change, how will they change?
7. What do you think of the English language after a hundred years?
8. How many scientists in the world read English?

II. Fill in the blanks in each sentence with the best word or expression from the box below, changing its form where necessary.

compress	decline	encompass	incorporate	inject...into
transition	give way to	unity	exert	penetrate

1. Her influence _____ after she lost the election.
2. The film _____ several years into half an hour.
3. Try to _____ a bit of enthusiasm _____ your performance.
4. The general arts course at the university _____ a wide range of subjects.
5. The storm _____ bright sunshine.
6. His attitude underwent an abrupt _____, i.e. changed suddenly.
7. Many of your suggestions have been _____ in the new plan.
8. The figure on the left spoils the _____ of the painting.
9. Her husband _____ a lot of pressure on her to succeed.
10. The heavy rain had _____ right through her coat.

III. Choose the right word or expression in the brackets to complete each of the following sentences.

1. She used to be terribly shy, but a year abroad has completely _____ her. (transformed, converted)
2. Whisky is usually _____ with Scotland. (associated, connected)
3. I soon finish a paper, which I _____ to minimum length. (contract, compress)

4. The tax increases have _____ us all. (affected, influenced)
5. We must _____ the country wickedness. (rid, clear)
6. _____ of authority over others is not always wise; persuasion may be better. (Exertion, Effort)
7. As the addict's _____ increases, he requires ever larger doses of the drug. (forbearance, tolerance)
8. He fell in the water, much to the _____ of the children. (recreation, entertainment)

IV. Word building

1. Co- is a prefix (前缀) added to some verbs and nouns that refer to people sharing things or doing things together. Fill in the blanks with the suitable words chosen from the following list. Change their forms where necessary.

co-pilot	cooperate	co-star	co-exist	cohabit
co-ordinate	coherent	co-opt		

- (1) The two schools _____ on the project.
- (2) We must _____ our efforts to help the flood victims.
- (3) The _____ of an airplane is a pilot who assists the chief pilot.
- (4) Committees can always _____ members.
- (5) They _____ for three years before their marriage.
- (6) The government lacks a _____ economic policy.
- (7) The two great powers _____ for many years.
- (8) Laurence Olivier is in the film, and Maggie Smith _____ with him.
2. The suffix -wards forms adverbs denoting directions. Fill in the blanks with the suitable words chosen from the following list. Change their forms where necessary.

backwards	upwards	earthwards	onwards	eastwards
skywards	northwards	homewards		

- (1) Instead of making progress, my work actually seems to be going _____.
- (2) They traveled _____.
- (3) The shop is open from lunchtime _____.
- (4) The world urban population is rocketing _____ at a rate of 6.5 per cent

per year.

- (5) The burning airplane hurtled _____.
- (6) Twilight was falling as Martin left the fruit store and turned _____.
- (7) He hit the ball _____.
- (8) Rocks lay _____ of the ship's course.

V. Structure

1. Rewrite the following sentences after the model.

Model: However much advice you give him, he does exactly what he wants. →

No matter how much advice you give him, he does exactly what he wants.

- (1) Wherever you live, you can keep a horse.
- (2) Whatever I say to them, I can't keep them quiet.
- (3) Whenever I make up my mind to do sth, I do it immediately.
- (4) Whichever book you borrow, you must return it in two weeks.
- (5) Don't let them in, whoever they are.
- (6) The police are determined to track down the criminals, wherever they have fled.
- (7) However hard I tried, I couldn't catch up with him.
- (8) Whether he is right or wrong, your son needs all the support you can give him right now.

2. Rewrite the following sentences, using "which" clause.

Model: English has a large and extensive vocabulary. About 80% of it is foreign. →

English has a large and extensive vocabulary, of which about 80% is foreign.

- (1) I don't remember the day.
She left that day.
- (2) He worked in London for the whole three months.
He lived there during the three months.
- (3) They were under water for several hours.
They emerged unharmed from that experience.
- (4) Mortimer exploded a fire cracker during a class.
As a result, he was suspended from school for a week.
- (5) Her brother snatched the letter away.
She was furious at it.
- (6) The plane may be several hours late.
There is no point in our waiting in that case.