

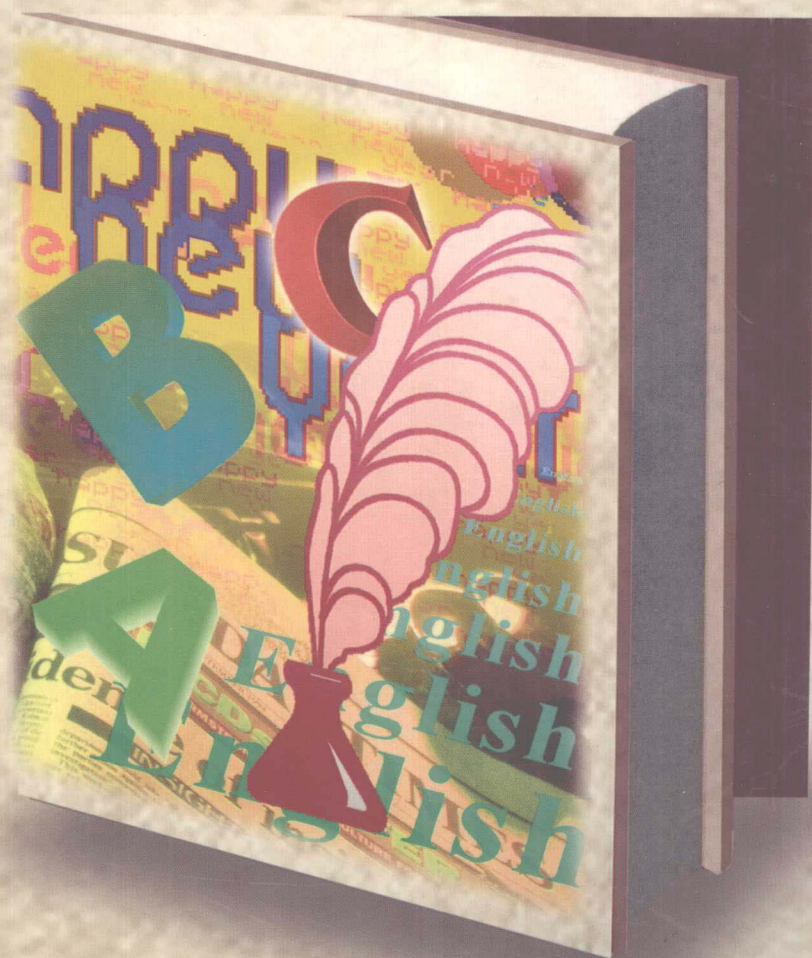


教育部、国家民委规划教材

# 大学英语 读写

(第二册)

赵清顺 主编



广西民族出版社

教育部、国家民委规划教材

# 大 学 英 语

读写

(第二册)

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广 西 民 族 出 版 社

图书在版编目 (CIP) 数据

大学英语.读写.2 / 赵清顺主编. —南宁: 广西民族出版社, 2000.6

教育部、国家民委规划教材

ISBN 7-5363-3781-0

I. 大... II. 赵... III. ①英语-阅读教学-高等学校-教材②英语-写作-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2000)第 29153 号

教育部、国家民委规划教材

Daxue Yingyu

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责任编辑 韦启福 张 文  
封面策划 张文馨  
封面设计 吴左平  
责任校对 钟 晓  
责任印制 蓝剑风  
出 版 广西民族出版社  
发 行 广西区新华书店  
印 刷 广西计委印刷厂  
开 本 787×1092 1/16  
印 张 13  
字 数 292 千  
版 次 2000 年 6 月第 1 版  
印 次 2000 年 6 月第 1 次印刷  
印 数 1—3000 册

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ISBN 7-5363-3681-0/G·1264

定价: 18.00 元

## 前 言

本系列教材是国家民委和教育部在“九五”期间依据我国民族高等院校的教学需要而组织编写的。

民族高等院校是我国高等教育学校体系中的重要组成部分,由民族学院(大学)和民族地区高等院校两类学校组成。目前我国共设置有 12 所民族学院(大学),在五个自治区及其他民族自治地方设置有普通高等院校 90 余所,其总数约占全国普通高等院校总数的 10%。这些院校大部分地处民族地区,直接为我国的少数民族和民族地区服务,具有鲜明的特色。

教材建设是高等院校各项建设中的一项基础性工作,直接关系到高等院校的办学特色和人才培养质量。为了面向 21 世纪进行教学内容和课程体系改革,更好地体现民族高等院校课程设置和教学内容的特点,国家民委和教育部采取积极措施,有重点地加强了适用于民族高等院校教学需要的非民族类教材建设,即在公共课和专业基础课范围内,有选择地编写一批能够突出民族高等院校办学特色,适应少数民族学生的知识基础和学习特点,对提高学校教学质量起重要作用,并能够使大多数院校共同受益、适应面宽、质量较高的系列教材。

本系列教材力图较好地处理教材内容的低起点与高要求的关系,较好地处理教学内容与各民族学生文化背景的关系,较好地处理教学内容的改革与精益求精、多出精品的关系,较好地处理客观反映学科最新研究成果与循序渐进、因材施教的关系等。在这些方面,本系列教材进行了有益的探讨与尝试。

为了能够使本系列教材达到预想效果,有关部门进行了积极工作:1997 年上半年,两委组织调查组对教材编写的有关情况进行了系统调查,召开调研会 7 次,49 所高校 92 人参加了座谈;1997 年 9 月在武汉召开了本系列教材立项会议,有 43 所高校的代表出席会议,采取无记名投票方式对 24 所院校上报的 297 项选题进行遴选;1997 年 10 月 20 日,国家民委教育司、国家教委民族教育司、高等教育司、师范教育司联合发文(教民(司)字[1997]第 29 号),正式公布了首批 13 项 15 本立项教材;1998 年 3 月 30 日在武汉召开本系列教材主编选定会,本着公平、公开、公正原则,通过充分协商和无记名投票方式,对 20 所院校申报的主编进行遴选;1998 年 5 月 13 日至 17 日在宁波大学召开各教材主编会议,对系列教材编写原则进行确定,对编写工作进行了部署;1999 年 3 月 17 日至 18 日在武汉召开了本系列教材编写工作座谈会,对系列教材的最后出版进行协商部署。

为了进一步规范民族高等院校的课程教学,我们在组织编写这套教材过程中,经过充分讨论,反复修改,并经专家审定,重新制订了各课程教学大纲。在本系列教材出版发行之际,一并推荐给各高校使用。

中南民族学院和广西民族出版社为本系列教材的编写和出版做了大量的组织协调工作,保证了本系列教材的质量和按期出版。

民族院校和民族地区高等院校  
立项规划教材编委会  
1999 年 12 月



## 编写说明

教育部、国家民委规划教材《大学英语》编写的指导思想是：一、有效地解决民族地区高校学生的“低进高出”问题。二、能较好地处理教材内容和各民族文化背景的关系，通过外语的桥梁作用让民族学生了解世界，让世界了解民族地区。三、教材要具有科学性、先进性、针对性和实用性。即：教材中所阐述的学术观点必须是正确的，结论是公认的；教材的内容要体现当今科学和社会的新观点、新进展、新发现、新成就；教材要贴近民族地区学生基础较差的实际，做到起点恰当，循序渐进。

《大学英语·读写》每册有16单元，《大学英语·听说》每册有18单元，供一学期使用。“读写教程”每单元有课文A(Text A)和课文B(Text B)两部分。Text A可作为精读使用，Text B可以作为泛读材料。《大学英语·听说》和《大学英语·读写》在语音、语法、词汇等方面互相呼应，成为一体，使学生在听、说、读、写几个方面都得到练习和提高。

本套教材有以下几个特点：

1. 以教育部修改后的新大纲为依据，以新的语言学习理论为指导，在培养学生掌握语言知识的基础上，逐步提高学生运用语言的能力。
2. 以学生的课堂活动为中心进行编写。以“听说教程”为例，每单元分听前活动(Pre-listening Activities)、听时活动(While-listening Activities)和听后活动(Follow-up Activities)三个组成部分。学生通过大量的听说训练，在语言实践中提高运用语言的能力。
3. 此教材的编写特别强调交际功能，充分体现了学习语言的目的——进行交际。
4. 体例新颖。课文中出现的短语在右侧注解；生词按字母顺序排列，便于查找。
5. 选材新。不论是“听说教程”还是“读写教程”都选自最具有时代特色的现代英语，溶时代性、知识性、趣味性于一体。

“大学英语”由中南民族学院的赵清顺教授担任主编，李岗、傅东起、马占祥、阮志坚、邓涛同志担任编委并组织各册书的编写。其中，“听说教程”第一、三册由中央民族大学组织编写，二、四册由西北民族学院组织编写。“读写教程”第一册由内蒙古师范大学组织编写，第二册由广西民族学院组织编写，第三册和第四册由中南民族学院组织编写。

武汉大学的郭著章教授、华中师范大学的李华炬教授、华中理工大学的熊敦礼教授组成的专家组担任全套书稿的审定工作。

由于编者水平有限，教材中难免有不妥之处，敬请广大读者批评指正。

《大学英语》编委会

1999年12月

## 使用说明

本书为《大学英语·读写》第二册。其选材新颖活泼,体裁多样,内容丰富,启迪性强。学生在学习本册之前应该已经掌握英语的基本语音和初中以上的语法知识及词汇,并在听、说、读、写等方面受过一定的训练。

本册共有 16 单元,供一个学期使用。每一单元由课文 A(Text A)、生词(New Words)、注释(Notes)、练习 A(Exercise A)、课文 B(Text B)、练习 B(Exercise B)六个部分组成,一般可按 4~6 个学时完成。

课文 A(Text A)为精读部分。课文有一定的难度,生词率在 10% 以上,旨在训练准确理解的能力,培养正确进行书面交际的本领,同时也是扩大词汇量、进一步熟悉各种句型和语法规则、掌握语言技能及促进书面表达能力提高的重要途径。课文前均设计了插图和课前问题,这样的设计有助于学生良好阅读习惯的培养,同时也促使他们对课文的理解更深入、更透彻,同时更好地对语言本身进行理解和把握。

生词(New Words)均用汉语注释并按字母顺序排列,便于查找。大纲内的词为黑体,要求掌握。课文中出现的短语在右侧注释,便于理解。

注释(Notes)则使用浅近的英语和汉语,主要介绍有关的背景知识,说明一些特殊的语言现象,同时提供对难点的翻译,供学生预习时参考。

练习 A(Exercise A)分为五大项:课文理解(Comprehension of the Text)、词汇(Vocabulary)、句子结构(Structure)、语法(Grammar)和写作(Writing)。课文理解(Comprehension of the Text)分两个部分:根据课文回答问题和判断正误。要求学生根据课文回答问题或要求学生针对某些内容陈述自己的看法。词汇(Vocabulary)分为三个部分:从课文中找出规定内容的词汇;找出重点单词的英语释义;选择重点单词和短语完成句子。旨在巩固课文中所学的常用词和词组的用法。句子结构(Structure)分为两个部分:列出典型句子并要求从中归纳句子结构;用所归纳的句子结构中英互译。旨在使学生掌握一些英语常用句型,以提高学生的表达能力。语法(Grammar)分为两部分:从课文中按照步骤概括出作者使用的句型;通过各种相关的语法练习归纳其中的语法现象。写作(Writing)分两个部分:中译英和写作训练。题型多样,旨在使学生在写作实践中学会写作。

课文 B(Text B)为泛读部分。各单元的 Text B 在文体和内容上与 Text A 有联系,且难度有所增强,但没有另列词汇表,学生可借助字典阅读。为减少学生的阅读困难,均在难度较大的词汇后加注汉语。该项旨在扩大阅读量和词汇量,提高大纲词汇的覆盖率和常用词汇的重现率,训练阅读的流畅性,同时对精读部分所学知识和能力起到巩固、加深和检验的作用,是 Text A 的重要补充和延伸。

练习 B(Exercise B)分为三个部分:(1)与 Text B 内容相关的各种练习。(2)各种旨在扩大词汇量的练习。(3)谚语及诗歌。每个单元后均有配译文的八句谚语和一首短诗。八句谚语中每四句为一组,按相同的音韵结尾,犹如一首小诗。该项旨在使学生能够接触一些英语诗歌,同时也弥补正式课文中未选诗歌的不足,更重要的是使学生在朗朗上口、和谐悦耳的

明快节奏中阅读欣赏、朗读吟诵,从而牢记不忘。既培养语感,又增大词汇量。

总之,本册书中课文及练习设计合理,难度适当照顾各类学生的需要。教书重在授法。教师可以根据学生的具体情况有选择地加以利用。本册教材内容均收自国内外的英语报纸、杂志和书籍的原文材料,但有少量删改。在此谨向有关资料的作者和编者表示衷心的感谢。

编者

1999年12月

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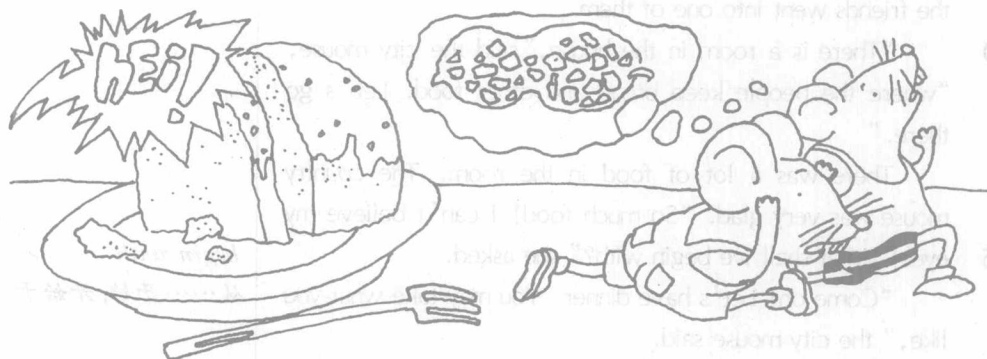
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# Unit One



## QUESTIONS BEFORE READING

1. What are the advantages (利) and disadvantages (弊) of city life?
2. What are the advantages and disadvantages of country life?
3. Can you guess (猜) where the country mouse liked to live, in the city or in the country?

## Text A

## THE CITY MOUSE AND THE COUNTRY MOUSE

One day a city mouse met a country mouse in the field.  
The country mouse was eating grains and ground-nuts.

"Hello, friend!" the city mouse said.

"Hello!" answered the country mouse.

- 5 "Why do you eat such bad food?" asked the city mouse. "I always eat only good food and as much as I want."

"Do you work hard to get your food?"

"No, I don't work at all."

- 10 The country mouse was surprised.

"Is that so?" she asked.

"Surely. Come with me and see. You will like everything in the city. You will never think of this field again and you will never want to come back."

*in the field*  
*在田里*

*not ... at all*  
*一点也不*

*think of* 想  
*come back* 回来

15 The country mouse wanted very much to see the place where her friend lived. She went together with the city mouse. They walked and walked. At last they came to the city. There were many big and small houses in the city and the friends went into one of them.

20 “There is a room in the house,” said the city mouse, “where the people keep bread and other food. Let’s go there.”

There was a lot of food in the room. The country mouse was very glad. “So much food! I can’t believe my eyes! What shall we begin with?” she asked.

25 “Come on! Let’s have dinner. You may take what you like,” the city mouse said.

They started to eat. At this moment they heard the sound of people’s voices.

30 “Run! Run away quick!” the city mouse cried in fear.

They both ran as fast as their legs could carry them. When they stopped at last, the country mouse turned to her friend.

35 “Oh, my heart was in my mouth. I have never been so much afraid. I am going back to the field to eat the bad food without fear. I think it is better to be poor and happy than to be rich and live in fear.”

*very much* 非常

*go together with*

跟……一起走

*at last* 最后

*begin with*

从……开始, 开始于

*at this moment*

此刻, 那时

*run away* 跑; 逃跑

*in fear* 惶恐地

*turn to* 转向

*better ... than*

比……好

### New Words

**field** / fi:ld / n.

田野, 田地

**food** / fu:d / n.

食物

**glad** / glæd / adj.

高兴的, 令人愉快的

**grain** / grein / n.

谷类, 粮食

**ground-nut** / 'graundnʌt / n.

落花生

**meet** / mi:t / v. (p. t & p. p. met)

遇见, 相逢

**place** / pleis / n.

地方

**poor** / puə / adj.

贫穷的, 可怜的

**quick** / kwik / adj.

快的, 迅速的

**rich** / ritʃ / adj.

富有的, 富裕的

**sound** / saund / n.

声音

**surely** / 'ʃuəli / adv.

肯定地, 无疑地

surprise / sə'praiz / v.

voice / vɔis / n.

惊讶,惊奇,吃惊

(说话、歌唱、人)声音

### Notes

1. I always eat only ... and as much as I want. (line 6~7) = I always eat only good food and I always eat good food as much as I want. 我总是只吃好的食物,而且想吃多少就吃多少。
2. Come on! (line 26) (表示劝说、鼓励、不耐烦等) 来!快!得啦!
3. They both ran as fast as their legs could carry them. (line 31) 他们俩拼命跑。
4. Oh, my heart was in my mouth. (line 34) 哎哟,刚才我(害怕得)心差点都要跳出来了。
5. It is better to be poor ... live in fear. (line 36~37) 愉快地过贫穷的日子要比提心吊胆地过富裕的日子强。

### Exercise A

#### Comprehension of the Text

##### I. Answer the following questions according to Text A.

1. Characters (人物):
  - (1) Who were in the story?
  - (2) What was their relationship?
2. Plot development (情节进展):
  - (1) Where did the story take place?
  - (2) What time of the year was it?
  - (3) What happened in the story?
  - (4) Are you satisfied with the ending? If not, how do you suggest it might be ended?
3. Comprehension (理解):
  - (1) Why did the city mouse ask the country mouse to go and live in the city?
  - (2) How did the country mouse feel about this?
  - (3) Do you think the country mouse lived happily in the country after this event?

##### II. True—False.

- ☐ 1. The story is about two mice.
- ☐ 2. One day a country mouse met a city mouse in the street.
- ☐ 3. The country mouse always ate only good food.

- ☐ 4. The city mouse didn't work hard to get his food.
- ☐ 5. The city mouse invited the country mouse to the city.
- ☐ 6. The country mouse didn't want to see her friend's house.
- ☐ 7. The city mouse kept bread and other good food in his house.
- ☐ 8. Suddenly (突然) the two friends heard the sound of a big cat.
- ☐ 9. The city mouse ran away quickly in fear, but the country mouse was not afraid at all.
- ☐ 10. Happily and richly, the country mouse lived in the city with her friend.

## Vocabulary

I. From Text A pick out words about farming (从课文 A 中找出与农业有关的词语).

II. Choose the definition from Column B that best matches each word in Column A. (从 B 栏选择与 A 栏词义相符的定义)

A

1. believe
2. carry
3. city
4. field
5. glad
6. quick
7. start
8. surely

B

- ☐ take from one place to another
- ☐ trust, think
- ☐ certainly, undoubtedly
- ☐ large and important town
- ☐ pleased, joyful
- ☐ begin
- ☐ area of land
- ☐ moving fast

III. Fill in the blanks with the words or expressions given below. Change the form where necessary.

as ... as

begin with

come on

in the field

think of

at this moment

better ... than

go together with

not ... at all

turn to

at last

come back

in fear

run away

very much

1. He has <sup>thought</sup>~~think of~~ a good idea.
2. <sup>At this moment</sup>~~At this moment~~ I only remember his name. I don't know his address.
3. We often <sup>go together with</sup>~~go together~~ some easy work.
4. <sup>Come on</sup>~~Come on~~ ! Let's go to the cinema together.

5. It's five o'clock in the morning. Turn to the east and you will see the sun come out very soon.
6. Wait for a moment. He'll come back immediately.
7. Tom often goes to school together with his sister.
8. The farmers work hard very much in the field.
9. It was early March, but the weather was not at all cold.
10. They run away quickly and hid in a dark hole.
11. I like my parents very much.
12. At last we passed the examination.
13. The little girl looked at the snake in fear.
14. They work as hard as you do.
15. It is better to say too little than to say too much.

## Structure

### I. Read the following sentences carefully and write down the structures.

1. I always eat only good food and as much as I want.
2. They both ran as fast as their legs could carry them.
3. It is not so difficult as I expected.
4. He cannot run so fast as I can.

Structure 1: \_\_\_\_\_

5. She lives twice as far away as you.
6. Our school is four times as big as theirs.

Structure 2: \_\_\_\_\_

7. I have as many books as she.
8. Mr. Li has three times as many students as you.
9. She has as much knowledge as the top student.
10. The book costs half as much as the other one.
11. He has as little money as his brother.
12. They have as few classes as we.

Structure 3: \_\_\_\_\_

### II. Translate the following sentences into English.

1. 我的房间和我父母的房间一样大。
2. 这座房子美如宫殿(palace)。
3. 我的书有你的三倍那么多。
4. 这小女孩像小鸟一样高兴地唱着。
5. 他跑得像马一样快。
6. 她每天喝的牛奶比她妈妈多一倍。



7. 它不像你想的那么容易。

8. 他不及你聪明。

## Grammar

### I. From Text A Summarize the sentence structures used by the author by following these steps (从课文 A 中按如下步骤概括出作者使用的句型).

1. Numbering all the sentences. (将文中所有的句子编上数码).
2. Putting each number of the sentence in the right classification of sentence structure. (将每一句子的数码准确地放入句子结构分类中).

(1) Simple sentences(简单句): \_\_\_\_\_

(2) Compound sentences(并列句): \_\_\_\_\_

(3) Complex sentences(复合句): \_\_\_\_\_

(4) Compound complex sentences(并列复合句): \_\_\_\_\_

### II. Underline the correct form in parentheses (在括号内正确答案下划线).

1. Li Hong plays the piano (good / well).
2. The sun is shining (bright / brightly).
3. The children speak (fluent / fluently) English.
4. We don't like to drink (bitter / bitterly) tea.
5. The train will arrive (soon / sooner).
6. He read the text too (fast / fastly).
7. The little girl sang (beautiful / beautifully).
8. I'm (terrible / terribly) hungry.
9. He became (sick / sickly) after eating the bad food.
10. The flowers smell (sweet / sweetly).

### III. Read the following sentences carefully. Write "×" in the brackets for an incorrect sentence and correct it. (读下列各句, 在错误句子前的括号内打上"×"并改正错句).

- ☐ 1. He spoke to me very friendly.
- ☐ 2. She sang lovely.
- ☐ 3. This is a deadly poison.
- ☐ 4. Do you like this shirt? I bought it really cheap.
- ☐ 5. We get up early.
- ☐ 6. He jumps really highly.
- ☐ 7. Be sure not to arrive lately next time.
- ☐ 8. The farmers are working too hardly this year.

- ☐ 9. My friends are mostly teachers.
- ☐ 10. He opened the door widely.

## Writing

### I. Translate the following sentences into English.

1. 我在田间认识他。一天我在街上又遇到他。
2. 我们的图书馆有许多书, 我们想看多少就看多少。
3. 跟我去看看吧, 你会喜欢那里的一切的。
4. 你会永远不再想这个地方, 永远不想回来。
5. 她很想去看看她母亲出生的地方。
6. 城里有许多大大小小的房子, 他们走进了其中一间。
7. 这么多书! 我简直无法相信自己的眼睛! 我们先从哪开始呢?
8. 我们都认为愉快地过贫穷的日子要比提心吊胆地过富裕的日子强。

### II. Practice through reading.

We all like to read fables (神话; 寓言). Read the following sentences carefully and re-organize them so that they can form an interesting story.

#### It Is Not So Easy to Fool Little Girls Nowadays as It Used to Be

1. "Are you carrying that basket to your grandmother?" asked the wolf.
2. When the little girl opened the door of her grandmother's house she saw that there was somebody in bed with a nightcap and nightgown (睡帽和睡衣) on.
3. The little girl said yes, she was.
4. One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother.
5. So the little girl took a gun out of her basket and shot the wolf dead.
6. Finally a little girl did come along and she was carrying a basket of food.
7. It is not so easy to fool little girls nowadays as it used to be.
8. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the wood.
9. She went near and found that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look like her grandmother.

Order: 4 6 1 3 8 2 9 5 7

### III. Topic for practice.

Where do you like to live, in the country or in the city? Say something about city life and country life as much as you can and then write down into a short passage. You can use the following information.

## Where to Live

1. For some people, to live in a city is a great fortune (幸运).
2. Others like to live in the country.
3. Where do you like to live?

## Text B

### THE GOLDEN TOUCH (点金术)

(1) King Midas used to love gold. One day he met a fairy (仙女) who allowed him to make a wish for something. The king replied at once, "I love gold. I want everything I touch (触及) to change into gold."

"Very well," said the fairy. "Tomorrow morning, everything you touch will turn into gold."

The fairy disappeared (消失), and the king waited excitedly till the next morning. He began to touch whatever his hand could reach. (2) To his joy, everything he touched changed immediately (马上) into gold. "I am the richest man in the world now!" the king shouted with joy.

Soon Midas became hungry. He sat down at his table. He picked up (拿起) an apple. It turned into gold when he tried to bite (咬) it. All his foods and drinks turned into gold when he touched them. "What a foolish (傻的) man I am!" he cried. "I shan't be able to eat or drink anything at all."

Just then his daughter came running in. "Why are you so sad, Father?" she asked, putting her arms around him.

(3) As soon as she touched the king, she wasn't a little girl any longer. She became a golden statue (雕像).

King Midas loved his daughter very much. Seeing this, he began to cry and tears came down his cheeks (脸颊). He looked up and suddenly saw the fairy before him.

"Don't you like the golden touch?" asked the fairy.

"Please take it away," replied the king. "Give me back my daughter."

"Very well," said the fairy. (4) You have learned your lesson. Go and wash in the river. Then the golden touch will be gone. Sprays (喷, 洒) the water on whatever you want to change back from gold."

He ran quickly to the nearby river and washed himself. He went back to the palace with a jar (坛) of water. He sprayed some water on his daughter, and she changed back from a golden statue to a lovely little girl.

(5) From then on, King Midas knew that gold was not the thing that made life happy.

(337 words)