

*College English*

高等学校教材

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# 大学英语

泛读 第二册

辽宁大学出版社

高等学校教材

# 大 学 英 语

泛 读

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辽 宁 大 学 出 版 社

一九八六年·沈阳

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封面设计 刘桂湘

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辽 宁 大 学 出 版 社 出 版  
(沈阳市崇山西路3段4号)

辽 宁 省 新 华 书 店 发 行  
朝 阳 新 华 印 刷 厂 印 刷

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开本：850×1168  $1/32$  印张：8.5

字数：200 千 印数：1—37,000

1986年7月第1版第1次印刷

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统一书号：7429·018 定价：1.55 元

## Contents

### Unit 1

A	Where "English" Comes from .....	1
B	Who Uses English?.....	6
C	Language as a Living Thing.....	12
Fast Reading	American Influence.....	18

### Unit 2

A	Tennis.....	22
B	Jogging .....	28
C	The Town That Kids Built .....	35
Fast Reading	Living a Long Life .....	41

### Unit 3

A	A Case of Mistaken Identity.....	45
B	Remembering My Grandparents.....	50
C	My Earliest Memories.....	55
Fast Reading	Dreams .....	61

### Unit 4

A	The American Indians—A People in Crisis .....	66
B	From Slave to Teacher .....	72
C	How to Solve Personal Problems.....	79
Fast Reading	About Television .....	84

## Unit 5

A The History of Books (Part One) .....	89
B The History of Books (Part Two) .....	94
C Why We Walk in Circles .....	99
Fast Reading Paper Housing .....	100

## Unit 6

A Walking in Space .....	112
B Informing the world (Part One) .....	118
C Informing the world (Part Two) .....	123
Fast Reading How Do the Movies Do It? .....	129

## Unit 7

A Modern Surgery .....	134
B Influenza (Part One) .....	140
C Influenza (Part Two) .....	145
Fast Reading The Heart .....	150

## Unit 8

A Learning How to Make Rain (Part One) .....	155
B Learning How to Make Rain (Part Two) .....	160
C How Electricity Is Made .....	165
Fast Reading Citizens of Space .....	170

## Unit 9

A Karl Marx .....	175
B The Lady with the Lamp .....	181
C The Good Doctor .....	187
Fast Reading The Youngest Painter in the World .....	193

## Unit 10

A	Salt .....	198
B	Library Accident .....	203
C	Benjamin Franklin — He Led a Useful Life.....	208
Fast Reading	A New Island for Iceland.....	213

## Unit 11

A	The First Thanksgiving .....	220
B	April Fools' Day .....	226
C	Street Festival .....	231
Fast Reading	Christmas in the United States .....	237

## Unit 12

A	The Personal Qualities of a Teacher .....	241
B	The Indians on the Andes Mountains .....	245
C	Does Travel Broaden the Mind? .....	250
Fast Reading	King Canute on the Seashore.....	256

## A

*Where "English" Comes from*

1 In our everyday speaking, writing, reading, we are accustomed to words as working tools of expression. But for a good understanding of the English vocabulary, it is useful to consider the sources of this great wealth of words. In terms of frequency of usage, most of the commonest of English words come directly from the language of the people who lived in the British Isles. For example, the following ten words can be traced back to Anglo-Saxon times and they have much the same meanings today as they did several centuries ago:

brother	three
son	thousand
night	cow
day	fire
winter	star

2 In addition to this solid foundation of old English origins, since the tenth or eleventh century our language has continued to borrow thousands of words from other tongues. For the most part, borrowings have come from Latin, Greek, French, and the Scandinavian languages. But the dictionary offers many surprises in the way of word origin. This list of not uncommon words will indicate some

unexpected sources:

typhoon	—	Chinese
tobacco	—	Spanish, from American Indian
algebra	—	Late Latin, from Arabic
bazaar	—	Persian
brooch	—	French
politics	—	Latin, from Greek
yacht	—	Dutch
kimono	—	Japanese
atmosphere	—	Greek
pyjamas	—	Indian

3      Extraordinary as some of these origins may seem, hundreds of other English words have equally interesting and curious sources, changes of significance, and new applications. Nearly all of them have become so “naturalized” that we use and read them without conscious knowledge of their foreign beginnings.

4      While it is not essential for you to be fully aware of the history of the English language, it is helpful to realize some of the developments that took place. The earliest “English” that we have much record of is Anglo-Saxon, which was a language similar in some respects to modern German. It was written and spoken before the Norman Conquest<sup>(1)</sup> in 1066. By that time quite a good many Latin words had been adopted, and some words from Scandinavian languages had appeared. When the French took over, they introduced a great many of their own terms. The language of the period from 1066 to about 1400 is called Middle English<sup>(2)</sup>, which you may recall was the English that Chaucer wrote. But when the

Renaissance<sup>(3)</sup> came about, English borrowed scores of terms from Latin and classical Greek. Since that time, English has continued to take on words from a great many languages. As English-speaking peoples have spread into newly discovered lands, they have regularly adopted words that were useful or that described new objects, situations, ideas. Consequently we now have terms from other European, American Indian, African, and Oriental languages. Hence, modern English is a vast collection of words from remarkably different sources, but the commonest words are still those used before 1066 in Great Britain.

### *New Words and Expressions*

*frequency	['fri:kwənsi]	n.	频率, 频繁, 出现率
*usage	['ju:zɪdʒ]	n.	使用; 用法
borrowing	['bɒrəʊɪŋ]	n.	借; 借用的东西 (或词)
Scandinavian	[skændi'neɪvjən]	n. & adj.	斯堪的纳维亚人 (的)
Spanish	['spæniʃ]	n. & adj.	西班牙语; 西班牙的
Persian	['pɜ:ʃən]	n.	波斯语
*significance	[sig'nɪfɪkəns]	n.	意义
*conscious	['kɒnʃəs]	adj.	有意识的
*essential	[ɪ'senʃəl]	adj.	必要的
*aware	[ə'weə]	adj.	知道的; 意识到的
*recall	[rɪ'kɔ:l]	v.	回想; 使回忆

## Notes

### 1. the Norman conquest

指1066年，当时居住在诺曼底（现法国北部）的北方人对英格兰的征服。

### 2. Middle English

中世纪英语

### 3. the Renaissance

指欧洲十四至十六世纪的文艺复兴

*Comprehension:* Circle the letter next to the best answer.

1. A good understanding of the sources of English words is
  - a. useful to the mastering of the English vocabulary.
  - b. helpful for us in learning to speak, write and read.
  - c. a way for us to get accustomed to words as working tools of expression.
2. The common English words come directly from the language of the people living in
  - a. Europe.
  - b. Germany.
  - c. the British Isles.
3. The English language developed greatly in the tenth or eleventh century because of
  - a. the development of the English language.
  - b. borrowings from other languages.
  - c. migration.
4. Match the following words to their sources.

- 1) atmosphere
    - 2) typhoon
    - 3) yacht
  - a) Chinese
    - b) Greek
    - c) Dutch
5. English words from different origins have become so much used that \_\_\_\_\_ when we use and read them today;
- a. we are not conscious of their foreign beginnings
  - b. we try to find their foreign beginnings
  - c. neither;
6. The earliest "English" was Anglo-Saxon, a language similar to
- a. French.
  - b. modern German;
  - c. Scandinavian;
7. Middle English was used
- a. in the period from 1066 to about 1400;
  - b. in the 10th century.
  - c. in the 15th century;
8. Which of the following statements is true?
- a. The English language became the richest in the Renaissance.
  - b. The English language became the richest when the new lands were discovered.
  - c. Modern English comes from remarkably different sources;

1. It is not *essential* for you to be fully aware of...  
a. needed                      b. important                      c. necessary
2. But for a good understanding of the English *vocabulary*...  
a. articles                      b. sentences                      c. words
3. This list of not uncommon words will *indicate* some unexpected sources.

- a. consider                      b. take for granted                      c. show
4. As *English-speaking peoples* have spread into newly discovered lands, they have regularly *adopted* words...
- 1) *English-speaking peoples*  
 a. English people    b. peoples that speak English  
 c. people who live in England
- 2) *adopt*  
 a. take and use    b. be aware of    c. speak
5. *Since that time* English has continued to take...
- a. From now on    b. From then on    c. From here
6. *Consequently* we now have terms from other languages.  
 a. Therefore    b. As a result of    c. Up to date
7. ...to borrow thousands of words from other *tongues*.  
 a. languages    b. organs in the mouth    c. materials

## B

### *Who Uses English*

1    There are two important meanings of the word "English" which we often confuse. The two meanings in question can be illustrated by the following statements:

A: He is English.

B: He speaks English.

Now of course we say "If A, then B,"<sup>(1)</sup> and this will not be denied. Indeed, it will still be true if we replace "English" in A and B by other words that can refer both to nationality and to language: "If he is French, he speaks French," and

we may go on doing this in turn with "German," "Swedish," "Spanish," and many others. But this is not always true, and an attempt to continue with the experiment will soon help us to recognize the identification of nation and language, which causes a good deal of trouble in the world; One comes up against examples like these:

If he is Swiss, he speaks\_\_\_\_\_.

If he is Belgian, he speaks\_\_\_\_\_.

2 So far as English is concerned, the truth of "If A, then B" simply points out the fact that in England everybody speaks English. But for English people the truth of "If A, then B" is unfortunate because they tend to identify the name of the language with the name of one of the peoples using it and often to think of English as the private property of the English. In other words, there is a danger in switching the argument to "If B, then A."

3 The desire to use language as a sign of national identity ("If B, then A") is a very natural one, and as a result language has played a large part in national movements. People have often felt the need to use their own language to show that they are different from others. This was true when the United States split off from Britain. At that time some patriots even suggested that the Americans should adopt Hebrew or Greek! In the end, as everyone knows, the two countries adopted the practical solution of carrying on with the same language they had used before. For 200 years Britain and the United States have shown the world that political independence and national identity can be complete without losing all the mutual advantages of a common language.

4 In other words, language is not necessarily the private property of those who use it, just as French is not the private property of French people, nor English of English people. English is spoken as a first language in the United States, in Australia, in New Zealand, in most of Canada, in certain nations of Africa, and in other areas of the world. It is unreasonable to regard any language as the possession of a particular nation, and with no language is it more unreasonable than with English. This is not to say that English is used by a greater number of speakers than any other language, for it is easily outnumbered in this respect by Chinese; But it is the most *international* of languages. A Dane and a Dutch person meeting in Rome will almost automatically find themselves speaking to each other in English. The pilots of a Russian plane approaching Cairo will use English to ask for landing instructions. Malaysian lecturers use English when addressing their Malaysian students in Kuala Lumpur. To people in Africa, Asia, and South America, English is an important foreign language to master, not merely because it is the language of Britain or the United States, but because it provides ready access to world scholarship and world trade. It is understood more widely than any other language.

5 It's true, then, that a great many people—and a great many *peoples*... are involved in the use of English. Millions of men and women in four continents have English as their first language, and millions in every part of the world use it as their second or foreign language. This gives us some idea of the importance of English, and it shows both the United States and Britain that the language is not the possession of these

two nations alone. It is also the property of the Canadian and the Indian, the Australian and the Nigerian; It belongs to all those who use it.

## *New Words and Expressions*

*statement	[ˈsteɪtmənt]	n.	陈述; 声明
deny	[diˈnaɪ]	vi.	否定
Swedish	[ˈswɪːdɪʃ]	n.	瑞典语
identification	[aɪdentɪfɪˈkeɪʃən]	n.	身份的证明
Belgian	[ˈbeɪdʒən]	n.	比利时人
*identify	[aɪˈdentɪfaɪ]	vt.	认出、识别
Hebrew	[ˈhiːbruː]	n.	希伯来语
*advantage	[ədˈvɑːntɪdʒ]	n.	优点
*property	[ˈprɒpəti]	n.	性能
*unreasonable	[ʌnˈriːznəbl]	adj.	不合理的
*possession	[pəˈzeʃən]	n.	有, 所有, 拥有
Dane	[deɪn]	n.	丹麦人
Malaysian	[məˈleɪʃən]	n.	马来西亚人
Kuala Lumpur	[ˈkwaːlə lʌmpuə]	n.	吉隆坡
*scholarship	[ˈskɒləʃɪp]	n.	学术成就; 学问; 奖学金
Nigerian	[naɪˈdʒɪəriə]	n.	尼日利亚人

## *Note*

“if A, then B” = if A is true, then B is true;  
如果A, 则B。

*Comprehension:* Circle the letter next to the best answer.

1. What are the two important meanings of the word "English" that are often confused?
  - a. The English speak English.
  - b. He is English; he is used to the English way of life.
  - c. Neither.
2. What other examples does the author give of words that refer to both nationality and language?
  - a. He is French. He speaks French.
  - b. He is German. He speaks German.
  - c. Both are wrong.
3. Which of the following is not correct?
  - a. He is Swiss. He speaks Swiss.
  - b. He is Belgian. He speaks Belgian.
  - c. Both are wrong.
4. Why does a people love their own language? Because
  - a. language is a sign of their independence.
  - b. language plays a large part in national movements.
  - c. Both a and b.
5. What two countries have used the same language but enjoyed political independence for 200 years?
  - a. The United States and Britain.
  - b. Canada and Britain.
  - c. Both a and b.
6. English is spoken as a first language mainly in Britain, the United States, most of Canada and also
  - a. in Australia and New Zealand.
  - b. in certain nations in Africa.
  - c. both a and b.

7. What language has a greater number of speakers than English?  
 a. Chinese.                      b. Spanish.                      c. French
8. According to the author, to whom does English belong?  
 a. To the English people.  
 b. To the American people.  
 c. To all those who use it;

**Vocabulary:** Circle the letter next to the nearest meaning for the italicized word or phrase as used in the passage.

1. We may go on doing this *in turn*  
 a. one after another  
 b. another and one  
 c. from time to time
2. This causes *a good deal of* trouble in the world.  
 a. a little                      b. some                      c. a lot of
3. One *comes up against* examples like these: ...  
 a. meets                      b. tells                      c. sees
4. *So far as English is concerned*, the truth of "If A, then B" ...  
 a. If we are not talking about English  
 b. If we are talking about English  
 c. When we are talking about English
5. As result, language *has played a large part in* national movements.  
 a. has had little influence on  
 b. has more or less had some influence on  
 c. has had much influence on
6. ...when the United States *split off from Britain*;  
 a. spread                      b. separated                      c. divided