

吉林大学成人教育英语系列教材

English

大学英语

主编 刘淑范 崔 敏 关丽娟 (上)



吉林人民出版社



军医学院610 2 00731335

吉林大学成人教育英语系列教材

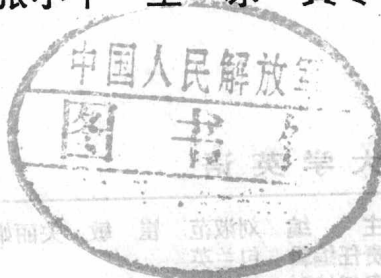
大学英语

上

主 编 刘淑范 崔 敏 关丽娟

副主编 李利群 张小平 王 冰 黄冬梅

主 审 滕玉梅



吉林人民出版社
吉林出版集团

吉林人民出版社
(长春市人民大街461号)
吉林出版集团

吉林人民出版社
吉林出版集团

开印 187×1092 1/16
本 17
字 418千字
印 2003年8月第1版
2003年2月第1次印刷
1-3,000册

吉林人民出版社
ISBN 7-506-03254-5/G·1043
21.30元

吉林人民出版社

(吉)新登字 01 号

大学英语

大学英语

主 编 刘淑范 崔 敏 关丽娟
责任编辑 包兰英
责任校对 关丽娟

封面设计 张 迅
版式设计 刘铁志

出 版 者 吉林人民出版社 0431—5649710
(长春市人民大街 124 号 邮编 130021)
发 行 者 吉林人民出版社
印 刷 者 吉林大学教育印刷厂

开 本 787×1092 1/16
印 张 17
字 数 448 千字
版 次 2002 年 5 月第 1 版
印 次 2002 年 5 月第 1 次印刷
印 数 1—3 000 册

标准书号 ISBN 7-206-03754-2/G·1043
定 价 21.50 元

如图书有印装质量问题,请与承印工厂联系。

前 言

随着高等学校教育改革的不断深入和市场经济对人才质量要求的迅速提高,对成人本科学生的英语水平也提出了更高要求,相应地成人本科学生参加英语学位考试并获得学士学位的比例也逐年提高。因此为了适应社会主义市场经济和高等学校成人本科英语教学的实际需要,结合成人教育的特点,我们新编了这套成人本科学生用“大学英语”教材。本教材由上、中、下三册组成,共32单元。每单元由课文、词汇、语法、阅读、翻译等基本内容组成。

本教材在编写过程中,力图突出以下特点:

1、适应性强:本教材以语言共核教学为基础,注重适用性,可用于文、理、工、农、医等各学科的成人本科基础英语教学。考虑到成人教育学生的学习方式是以自学和集中面授相结合这一特点,在教材的组织和选编上,贯穿了由浅入深,循序渐进的原则。

2、趣味性强:本教材选材广泛,体裁多样,内容生动活泼,语言地道。课文与阅读完全选材于英文原著,知识性、趣味性并存。

3、知识连贯性强:本教材注重语言基础知识的联系及其应用。通过使用本教材,可以使学生的英语基础知识更加牢固,而且能够培养并提高学生的英语读写能力,使学生能够运用所学的知识,独立地获取所需的英文信息。

本教材在编写过程中,参考了大量的相关资料,也得到了有关人士的支持与帮助,在此表示衷心的感谢。

由于编者水平有限,书中难免有不足之处,恳请广大读者及同行专家不吝赐教,以便更正。

编 者

2002年5月

Contents

Unit One	1
Text A Life at a University	1
Text B The Value of Education	4
Grammar 情态动词	6
Unit Two	13
Text A The Pleasure of Reading	13
Text B Teachers and Actors	17
Grammar 虚拟语气	19
Unit Three	28
Text A The Supermarket	28
Text B Public Transportation	32
Grammar 非谓语动词的比较	36
Unit Four	44
Text A How Did Life Begin	44
Text B Freedom	48
Grammar there 引导的句型	50
Unit Five	57
Text A Water Resources	57
Text B Life Without Electricity	62
Grammar 短语动词	64
Unit Six	76
Text A The Standard of Living	76
Text B Smoking and Cancer	81
Grammar 名词从句	84
Unit Seven	93
Text A How to Improve Your Study Habits	93
Text B Why We Learn the English Language	98
Grammar 定语从句	100
Unit Eight	108
Text A Education Around the World	108
Text B How to Read Faster	113
Grammar 状语从句 (一)	115
Unit Nine	124

Text A Social Customs in America	124
Text B First or Last Names?	128
Grammar 状语从句 (二)	130
Unit Ten	140
Text A The Olympics	140
Text B Women in Sports	144
Grammar 反意疑问句	146
Unit Eleven	150
Text A London	150
Text B How to Use London Telephones	156
Grammar it 的用法	159
Unit Twelve	166
Text A Time and the Calendar	166
Text B Biological Clocks	172
Grammar 并列结构及插入语	175
复习测试题	185
译文和答案	191
Glossary	255

Unit One

Text A

Life at a University

Life at a university is not all hard work, no matter what subjects the students major in. In fact, at some universities in England and America success in sports and games seems as important as success in studies; and it is considered a high honour to be chosen to play for one's university at cricket or foot-ball.¹ There is yearly boat-race on the Thames between Oxford and Cambridge. Men of the two universities meet at almost every kind of sport, including tennis, running and jumping. Sometimes there are sports meetings between American and British universities.²

In England, in addition to the long summer holiday, there are a few weeks at Christmas and Easter. During these holidays the students can go home. Many of them arrange to travel in July, August and September, partly for pleasure and partly for study. Some go to France or other European countries to study foreign languages, especially to get practice in conversation; others go mountain-climbing in the Alps, or visit places of historical interest.³ The students of some universities, who have to earn money to pay for their education, spend the summer doing various kinds of work.⁴ But it is not always easy to find employment.

Whatever the young men and women do during their three years at a university, in the classrooms or away from they have to remember that they are preparing themselves for life. If they use their time wisely, they will succeed. If they waste it, they will fail not only in examinations, but probably in the world which they must enter when their university days are over.⁵

New Words

major ['meɪdʒə] *vi.*

(美)主修, 专攻

sport [spɔ:t] *n.*

运动, 游戏

sportsman ['spɔ:tsmən] *n.*

运动员

game [geɪm] *n.*

比赛, 运动

consider [kən'sɪdə] *vt.*

认为, 考虑

considerable [kən'sidərəbl] *a.*

honour ['ɒnə] *n.*

honourable ['ɒnərəbl] *a.*

choose [tʃu:z] *vt.*

(chose [tʃəuz], chosen ['tʃəuzn])

cricket ['krikit] *n.*

foot-ball ['fʊtbɔ:l] *n.*

yearly ['jiəli] *a.*

ad.

boat [bəut] *n.*

boat-race

tennis ['tenis] *n.*

British ['britiʃ] *a.*

addition [ə'diʃən] *n.*

Christmas ['krisməs] *n.*

Easter ['i:stə] *n.*

September [səp'tembə] *n.*

partly ['pɑ:tlɪ] *ad.*

France [frɑ:ns] *n.*

foreign ['fɔ:rin] *a.*

foreigner ['fɔ:rinə] *n.*

conversation [kɒnvə'seɪʃən] *n.*

mountain ['maʊntɪn] *n.*

mountain-climbing

historical [his'tɒrikəl] *a.*

earn [ɜ:n] *vt.*

education [ˌedju(:)'keɪʃən] *n.*

educate ['edju(:)keɪt] *vt.*

various ['vɛəriəs] *a.*

variously ['vɛəriəsli] *ad.*

employment [im'plɔimənt] *n.*

employ [im'plɔi] *vt.*

whatever [(h)wɒt'evə] *pron.*

wisely ['waizli] *ad.*

waste [weist] *v.*, *n.*

fail [feil] *vi.*

相当大的, 可观的

荣誉, 尊敬

荣誉的, 光荣的

选择, 挑选

板球

足球

每年的, 一年一度的

每年, 一年一度地

(小)船, 艇

划船竞赛

网球(运动)

不列颠的, 英国的, 英国人的

加, 增加

圣诞节

复活节

九月

部分地, 局部地

法兰西

外国的

外国人

会话; 社交

(高)山, 山岳

登山, 爬山

历史的; 有历史意义的

赚得; 博得

教育, 培养

教育, 培养

各种各样的, 不同的

各种各样, 形形色色

雇用; 职业

雇用, 使用

无论什么

聪明地, 明智地

浪费

失败; 不及格

Phrases and Expressions

no matter what	无论什么 (的)
major in	专修, 攻读
in fact	事实上
every kind of sport	各种运动
in addition to...	除...之外
partly for...partly for...	一半为了...一半为了...
various kinds of (work)	各种 (工作)
places of historical interest	古迹, 历史名胜
not only...but also...	不但...而且...

Notes

1. ...; and it is considered a high honour to be chosen to play for one's university at cricket or foot-ball. 被选中为他的大学打板球或踢足球则被认为是非常光荣的事。句中 to be chosen 是动词不定式的被动形式, 是真正的主语。句中 one's=his。

2. Sometimes there are sports meetings between American and British universities. 有时美国和英国两国大学之间举办运动会。句中 sports 是名词, 作定语时常用复数形式。例如: a sports shirt 运动衫, a sports day 运动日等。

3. ...others go mountain-climbing in the Alps, or visit places of historical interest. 另有些人去爬阿尔卑斯山, 或参观历史名胜。句中 go mountain-climbing 意为: 去爬山。go 和现在分词连用, 表示去干某事 (多指从事文体活动)。如: go skiing (swimming, fishing, boating...) 去滑雪 (游泳、钓鱼、划船等)。

4. The students of some universities, who have to earn money to pay for their education, spend the summer doing various kinds of work. 某些大学里需要挣钱支付学费的学生, 利用暑假做各种工作。此句是带有定语从句的复合句。在主句中, the students 是主语, spend 是谓语, the summer 是宾语, doing various kinds of work 是动名词短语作介词 in 的宾语 (介词 in 被省略)。介词 in+doing...构成介词短语作状语。

5. If they waste it, they will fail not only in examinations, but probably in the world which they must enter when their university days are over. 如果浪费了时间, 他们不仅考试通不过, 而且大学毕业后在他们将步入的社会中也会失败。句中 it 代表时间。not only...but...为并列连接词, 所连接的两个介词短语 (in...in...) 均为动词谓语 will fail 的状语。

Comprehension of the Text

I. Answer the following questions according to the text:

1. How about the life at a university?

2. Is the success in sports as important as in studies? Why or why not?
3. What kind of sport do you like best?
4. Do you want to be a member of a foot-ball or cricket team?
5. How often do the students of Oxford and Cambridge have competition (比赛) between each other?
6. What holidays do the students have except the long summer holiday?
7. What do the students usually do during the holiday?
8. What jobs do some students do during the holiday?

Vocabulary

I. Translate the Chinese words into English:

1. You should study hard _____ (无论你学什么专业).
2. Success in studies seems _____ (一样重要) success in work.
3. Men of the two universities play a match at _____ (板球或足球) every year.
4. In England there are some weeks at _____ (圣诞节和复活节).
5. Students of some universities spend their summer _____ (做各种工作).

Translation

II. Translate the following sentences into English.

1. 骑自行车有许多优点。
2. 学骑自行车并不象学开汽车那么难。
3. 骑自行车上学上班节省很多时间，因为你不用排长队等车。
4. 大街小巷充满了人。
5. 骑自行车去参观历史名胜。
6. 自行车的维修费并不象维修汽车那样高。

Text B

The Value of Education

Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

In many countries it has for some time been fashionable to think that, by free education for all—whether rich or poor, clever or stupid—one can solve all the problems of

society and build a perfect nation. But we can already see that free education for all is not enough: we find in such countries a far larger number of people with university degrees than there are jobs for them to fill. Because of their degrees, they refuse to do what they think "low" work; and, in fact, work with the hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that work of a completely uneducated farmer is far more important than that of a clerk or a professor: we can live without education, but we would die if we have no food. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability, and, secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work, or to scorn someone else's. Only such a type of education can be called valuable to society.

New Words and Expressions

enough [i'nʌf] *a., ad.*
 fashionfible ['fæʃənəbl] *a.*
 stupid ['stju:pɪd] *a.*
 perfect ['pɜ:fɪkt] *a.*
 refuse [ri'fju:z] *vt., vi.*
 shameful ['ʃeɪmful] *a.*
 professor [prə'fesə] *n.*
 rubbish ['rʌbɪʃ] *n.*
 firstly ['fɜ:stli] *ad.*
 brain [breɪn] *n.*
 secondly ['sekəndli] *ad.*
 scorn [skɔ:n] *n., vt.*
 university degree
 completely uneducated

足够的, 足够地
 流行的, 时髦的
 笨的, 感觉(或思考)迟钝的
 完善的, 完全的
 拒绝
 可耻的, 丢脸的
 (大学)教授
 垃圾, 废物
 首先
 脑(子), 脑力
 其次
 轻视, 看不起
 大学文化程度
 完全未受教育(的)

Exercises

Answer questions using one complete sentence for each:

1. What is the definition (定义) of education given in the first paragraph?

2. What is the fashionable view (观点) about free education for all?
3. How is a farmer's work more important than a clerk or a professor's?
4. Why do professors in some countries have to spend their time doing housework?

Grammar 情态动词

1 情态动词+不定式完成式

- 1) “may/might+have+动词-ed 形式”
 - a. 用于表示对过去的推测, 认为某一事情在过去“可能”, “也许”发生。这里 may 和 might 都指过去, 不过 might 较为含蓄委婉或更加不肯定。例如:
I can't find my sunglasses. I may/might have left them at the restaurant yesterday.
我找不到太阳镜, 可能昨天丢在饭店里了。
He may/might not have seen the film.
他可能没有看过这部电影。
 - b. “might+have+动词-ed 形式”, 可说明某一事情在过去没有实现并含有“劝告”甚至“责备”的意思。例如:
You might have told me earlier.
你本来可以早点告诉我的。
You might have been more careful.
你本来可以多加小心。
- 2) “must+have+动词-ed 形式”

用于说明对过去事物的推测, 表示“一定”或“准是”的意思。例如:
It must have rained last night.
昨天夜里准是下雨了。
She must have studied English before.
她以前一定学过英语。
- 3) “can/could+have+动词-ed 形式”
 - a. could+have+动词-ed 用于表示“过去可能完成”但事实上并没有实现的动作。
例如:
You could have done the work better.
你本来可以做得更好些。(但事实不如理想那么好)
You could have got hurt.
你那样会受伤的。(事实上未受伤)
 - b. “could(not) /can(not)+have+动词-ed 形式”用于否定句或疑问句中, 表示对过去发生事件的“怀疑”或“不肯定”。而 could 较 can 更加表示说话人的“不肯定”的语气。例如:
Can he have left already?

他会是走了吗?

The dictionary has disappeared. Who could have taken it?

词典不见了, 谁会拿走了呢?

He can't have finished the work so soon.

这项工作他不可能完成得这样快。

They couldn't have gone that far.

他们不可能做到这样地步。

4) “should/ought to + have + 动词-ed 形式”

句子指的是过去的事情。如果是肯定句, 说明某件事“本应完成而未完成”; 如果是否定句, 表示发生了“不应当发生”的事情。例如:

I should have thought of that.

这一点我是应当想到的。(但没想到)

You shouldn't have gone back to work without the doctor's permission.

你不应该未经医生许可就回去工作。(已经回去)

We ought to have given you more help.

我们本应该给你们更多帮助的。(但没给)

You oughtn't to have done that.

你这样做是不应当的。

5) “needn't + have + 动词-ed 形式”

对过去已经发生的动作进行评论, 认为“本来不必”, “本来不需”。例如:

Your elder brother needn't have come last night.

你哥哥昨晚本来不需要来。(实际来了)

I needn't have put on my best suit to go to the party.

其实我不必要穿上最好的衣服去参加晚会。(实际穿了)

注意区别 didn't need to。例如:

—We were getting ready to go to the meeting, but he telephoned to tell us it was cancelled.

—Oh, so you *didn't need to* go. (你不必去了。即: 你没有去, 也不必去。)

6) “would + have + 动词-ed 形式”

主要用于非真实条件句。例如:

If Jane had known about the sale, she *would have gone*.

(详见本册第三单元)

EXERCISE 1

Fill in the blanks with *modal (not) + have + -ed participle* for the verbs in the brackets;

1. —He says he saw you at the theatre yesterday.

—He _____ (not see) me. I wasn't there.

2. —He told me his name was Johnson.

- You _____ (mishear) him His name is Joes.
3. —I have never met him.
—You _____ (meet) him; he lives next door to you.
4. —I feel terribly ill today.
—You _____ (not eat) those mushrooms (蘑菇) yesterday. Mushrooms don't agree with you.
5. —I saw a ghost last night.
—You _____ (not see) a ghost; there aren't any ghosts.
6. We _____ (not, wait) for her, because she never came at all.
7. You _____ (obey) all traffic rules even if there weren't any cars around the road.
8. She _____ (not hear) my clock strike. My clock doesn't strike.
9. The package is gone. Someone _____ (pick) it up by mistake.
10. The Irish Sea is too wide. She _____ (not swim) across it.
11. The children _____ (make) all the mess. They were playing here just now.
12. There _____ (be) a bad accident here. Look at all the broken glass.
13. They booked the tickets 5 days earlier, but the tickets were sold out.
They _____ (book) them 10 days earlier.
14. I _____ (do) it, It was my duty to do it, but I didn't.
15. It _____ (take) years to build the Great Wall.
16. You _____ (not drive) 80 miles an hour, This was wrong,
17. What really happened? You _____ (tell) us.
18. The restaurant was nearly empty. We _____ (not, book) a table.
19. He is annoyed. You _____ (apologize) to him for what you had said.
20. I was waiting all the morning. You _____ (tell) me you weren't coming.

EXERCISE 2

Fill in the blanks with *must + bare infinitive* or *must + have + -ed participle*:

1. —He talks about going to the moon next year.
—He _____ (be) crazy.
2. —He has been working the whole morning.
—He _____ (be) very tired.
3. —He fell asleep as soon as he got to bed.
—He _____ (be) very tired.
4. —Did you hear me come in last night?
—No, I _____ (be) asleep.
5. —I had my umbrella when I came out, but I haven't got it now.
—You _____ (leave) it on the bus.
6. —He is back already.

—He (start) very early.

7. —I phoned you at nine this morning but got no answer.

—I'm sorry. I (be) in the garden.

8. —We arrived promptly at 8 o'clock. The lecture had already started.

—It (begin) early.

9. —I checked the engine this morning, but it doesn't start now.

—There (be) something wrong with it again.

10. —I make mistakes all the time.

—You (be) very careless.

EXERCISE 3

Fill in the blanks with *didn't need* + bare infinitive or *needn't* + *have* + *-ed* participle:

1. —I've written to her.

—Didn't you know she's got a telephone?

—Oh, so I (write).

2. —They planned to rent a flat, but a friend lent them his.

—Oh, so they (rent) one after all.

3. —He was going to the doctor's, but the pain just disappeared.

—So he (go) after all.

4. We (wait) long, for he was back before you could say "Jack Robinson".

5. You (wake) me up; there's another hour before the train leaves.

6. I (wake) him up, because he was already sitting on the bed, putting his socks on.

7. You (write) such a long composition, because I shan't have time to mark it.

EXERCISE 4

Fill in the blanks with *modal* + *have* + *-ed* participle:

A. Tom took a test in English yesterday, and he didn't do very well. He didn't prepare for the test. He 1 (study). If he had studied, he probably 2 (do) better. He had the time. He 3 (study) if he had wanted to. He went to the basketball game instead. So he 4 (decide) that the game was more important than the test.

Tom's friend was supposed to meet him at the game. He never came. Tom wondered what had happened to him. His friend 5 (decide) to stay home and study. He 6 (have) to stay home and help his parents. He 7 (get) sick. He 8 (have) trouble getting enough money for the ticket. Whatever happened, Tom thinks that his friend 9 (call) him. He 10 (let) him know that he

wasn't going. Tom doesn't like to go to games himself. If he had known his friend wasn't going, he 11 (stay) home.

- B. The story about Marco Polo's visit to China in the 14th century has been told for hundreds of years. But today there is reason to doubt whether he came to China at all. He 1 (go) as far as Istanbul, as it is known today, but he 2 (not, be) to China. If he had been in China for seventeen years and served in the court he 3 (hear) about the Great Wall, and he 4 (see) china, Chinese tea and the bound feet of ladies at that time. He 5 (mention) these things in his travel book, for these were typical of Chinese culture at the time. Unfortunately none of these was described in his book. He 6 (compile) his stories about China according to some second-hand information.

EXERCISE 5

Translate the following into English:

1. 杰克不在房间里。他可能去图书馆了。
2. ——结果已经出来，苏是游泳冠军。
——她此刻一定很激动。她一定刻苦练习了许多年。
3. ——你不该将此事告诉他。
——我们是好朋友，我认为不该向他隐瞒事实。
——但是至少你应该先与我们商量一下。
4. 我的表停了，准是电池用完了。
5. 苏珊很可能昨天就去了。
6. 昨天许多人去游泳，海水一定很暖和。
7. 她看上去很痛苦，一定出了什么事。
8. 窗户开着。窃贼 (burglar) 一定是从窗户进来的。
9. 你本来是可以给他答复的，但你没有这样做。
10. 孩子是一个人回家的。你不该让他一个人回家，他可能会迷路的。

2 情态动词+不定式进行式

“情态动词+be+动词-ing 形式”，表示推测或评论某动作现在是否正在进行。例如：

She *may be washing* her clothes. 她可能正在洗衣服。

He *can't be working* now. 他不可能正在工作。

He *must be studying* in the library. 他一定正在图书馆里学习。

They *shouldn't be watching* TV now. They *should be doing their homework*. 他们不应该在看电视，他们应该在做作业。

3 情态动词+不定式完成进行式

“情态动词+have been+动词-ing 形式”，表示推测或评论过去某动作是否正在进行或一直在进行。例如：

He *may / might have been buying* stamps in the post office when you saw him. 当你看见他时, 他可能正在邮局买邮票。

She *must have been working* then. 那时她一定一直在工作。

They *shouldn't have been chatting* then. 那时他们不该在闲谈。

She *should have been attending a meeting* yesterday morning. 昨天上午她应该一直在开会。

EXERCISE 6

Fill in the blanks with *must + bare infinitive*, *must + be + -ing form*, *must + have + -ed participle*, or *must + have been + -ing form*:

- Where's Dorothy? I've been looking all over for her.
—I saw her about ten minutes ago in the living room. Have you looked there?
—Yes, I've looked everywhere. She _____ (leave).
- What time is it?
—I don't know, but I'm sure we've been here for at least an hour. It _____ (be) around 8 o'clock.
- Look. Those people who are coming in the door are carrying wet umbrellas.
It _____ (rain).
- George had to give a speech in front of 500 people.
—Whew! That was a big audience. He _____ (be) nervous.
- Do you smell smoke?
—I sure do. Something _____ (burn).
- Why are you here so early?
—Sam told me that the party started at 7 o'clock.
—No, it doesn't start until 8 o'clock, you _____ (misunderstand).
- He said his name was Mr Rock, or something like that.
—Mr Rock? Oh, you _____ (make) a mistake. I know Mr Stone.
- Sue wasn't at home last night when we went to visit her.
—She _____ (study) at the library. She has a lot of exams coming soon, and she is also working on a term paper.

EXERCISE 7

Fill in the blanks with *modal + be + -ed form* or *modal + have been + -ed form*.
More than one modal is possible in some sentences:

- The entire valley _____ (see) from their mountain home.
- He is wearing a gold band on his fourth finger. He _____ (marry).
- According to our teacher, all our compositions _____ (write) in ink.
- I found this book on my desk when I came to class. It _____ (leave) by one of the students.