



教育部推荐使用大学外语类教材  
 全国高等学校第二届优秀教材特等奖  
 国家教委高等学校第二届优秀教材一等奖

第三版  
 Third Edition

# 大学英语 精读 (预备级)

# College English

总主编 董亚芬

INTENSIVE READING

学生用书 STUDENT'S BOOK

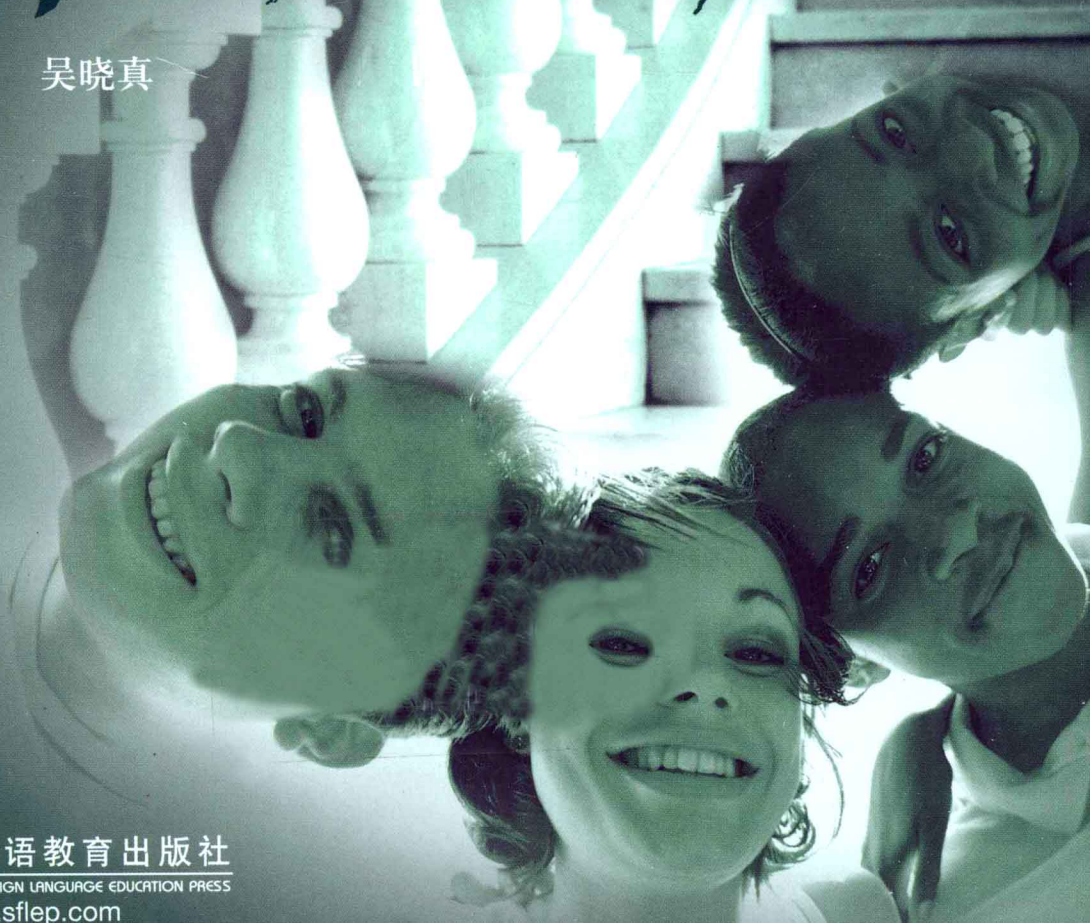
*Sub-Band*

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上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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H31  
 478  
 21

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**INTENSIVE READING**

学生用书 STUDENT'S BOOK

*Sub-Band*

主 编 吴晓真

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## 图书在版编目 (CIP) 数据

大学英语精读. 预备级 / 吴晓真主编. — 3版.

— 上海: 上海外语教育出版社, 2011

(大学英语系列教材)

ISBN 978-7-5446-2153-3

I. ①大… II. ①吴… III. ①英语—高等学校—教材 IV. ①H31

中国版本图书馆CIP数据核字 (2011) 第005414号

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本书封底印有版纹印刷防伪图标。如对版本真伪存有疑问, 请致电本社反盗版办公室: 021 - 65366698

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 曹 娟

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印 刷: 常熟高专印刷有限公司

开 本: 787×1092 1/16 印张 18.75 字数 438千字

版 次: 2011年1月第1版 2011年1月第1次印刷

印 数: 30 000 册

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书 号: ISBN 978-7-5446-2153-3 / H · 0962

定 价: 32.00 元

本版图书如有印装质量问题, 可向本社调换

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# 总 序

《大学英语》是遵照 1986 年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于 1986 年出版试用本，1992 年出版正式本，并于同年 9 月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998 年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于 2004 年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于 2004 年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

## 本次修订原则：

1、教材的定位不变。《大学英语》是综合教育型（English for integrative purposes）而非特殊目的型（English for specific purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2、选材原则不变。正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3、在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4、本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

## 本次修订重点：

### 精读：

1、更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2、梳理全教程的练习。除了设置新的听、说练习外，还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习，以提高学生在使用英语时的准确性。

3、为了帮助学生集中精力学好基本词语，这次修订继续遵循前次修订时的方法，把全书单词分为三类：(1) words to drill (通过反复操练能熟练掌握其用法的单词)；(2) words to remember (能记住其形、音、义的单词)；(3) words to have a nodding acquaintance with (能于再次出现时根据上下文识别其词义的单词)，并进一步调整各项练习，以确保常用词语的复现率。

4、为了提高学生的写作能力，这次修订还强调微观与宏观的写作技能同时发展，即一方面训练学生如何写好各类句子，同时从第一课开始就要求学生写成段的文章。

### 泛读：

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型（如增加了词汇练习和翻译练习），以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

### 听说：

除了大幅度更新听力材料，适当提高听力理解的要求之外，这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材，并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

### 快速阅读：

除了原有的版本继续发行之外，还另外编写了一套全新的快速阅读教程，内容侧重科普，供各类院校选择使用。

### 语法与练习：

把原有四册书删繁就简为两册，以便于学生携带。删除部分章节，增补和替换了大量例句和练习。为方便学生自学，例句都附有中文译文。本教程既可作为语法参考书，也可作为补充练习手册。

### 精读（预备级）、泛读（预备级）、听说（预备级）：

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写，不仅课文与练习是全新的，对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1 800(预备级为1 300)单词，从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标，教材除了必须提供丰富的语言素材之外，还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限，各校可以根据学生的具体情况制定自己的教学计划，灵活选用练习，不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力，相互配合，认真学好每一单元，

则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载，跨越两个世纪。使用者一度遍及全国千余所高等院校，受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因：

(1) 一支优秀的编写队伍：《大学英语》的编者为来自全国六所重点大学的骨干教师，他们都有长期的大学英语教学经历，具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料：课文为教材之本，能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大，各类原版的素材铺天盖地，俯拾即是，选材不存在困难。然而事实证明，选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材，但为了找出更合适的内容，往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正，内容引人入胜的选文材料，正是这样，才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习：在编写和历次修订的过程中，本书编者不仅重视练习的针对性和实用性，还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证，以确保语言规范、内容完整和难易度适中，使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关：为了使教材更完善，在正式定稿前，约请了多位中外专家多次审阅和润饰。

除了上述各点外，本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道，在充分肯定我们教材的同时，还向我们提出了不少宝贵的意见和建议，对我们的再修订工作助益颇多。对此，我代表编写组全体成员向他们表示最诚挚的感谢，并衷心希望他们能够一如既往地支持我们的教材，随时向我们反馈各种意见和建议。

《大学英语》系列教材（第三版）由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作，修订编写而成。英籍专家Anthony Ward协助编写与审阅。出版社的同志协助编写组安排修订日程，随时提出改进的意见和建议，协调有关编写和编辑工作，为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬  
2006年3月

## 编者的话

关于《大学英语》系列教材第二次修订的原则,《大学英语》第三版总序中已有说明,这里仅就《大学英语》(精读预备级教程)的修订作一些补充说明。

1. 将原来的两册合并为一册 本教程共有十六个单元,每单元设课文 A 和课文 B。

2. 更新所有课文 正如《总序》中所说,我们的选材原则未变。仍坚持题材广泛、体裁多样、语言规范,并强调选文的趣味性、知识性和可思性。此次选文经典与时文并重,既有毛姆、马克·吐温等的名家手笔,也有世界著名儿童文学《艾丽丝漫游奇境记》的童真,更有关于手机礼仪和打工等贴近大学生生活的选材。我们认为,这对打好语言基础,培养学生的综合素质是有利的。

3. 练习的设计 按《总序》所言,此次修订要着重增强听与说的能力。原书的语音练习改为听说练习,第一至六课练习元音,第七至十三课练习辅音,其中第六、十三课分别是元音和辅音的总结。此外每单元还增设了一项听力理解练习,要求学生在听完一段与单元主题有关材料后做填空、是非、问答或选择题。在口语练习方面,除要求学生熟读并背诵课文中较有代表性的一段话外,还提供了一些与单元主题相关的名人名言或诗歌供他们欣赏、诵读。这是口语练习中较为机械的部分。引导学生创造性地使用英语的口语练习分两类,一是按课文内容回答问题,二是回答几个从课文主题引申出来的问题并把答案串联成一篇成段发言。考虑到本系列教材有配套的《语法与练习》,本教程不再对语法进行系统讲解,而是把重点放在反复操练出现在课文中的常用句型上,构词法(Word Formation)和惯用法(Usage)练习在各单元中穿插出现。

4. 对全书单词的分类 预备级以领会式掌握 1 300 个英语单词为起点。如《总序》中所说,这次修订继续采取上次修订时的办法,即把全书单词分为三类:(1) words & phrases to drill; (2) words to know; (3) words to have a nodding acquaintance with。各课的单词练习、词组练习、翻译练习等均围绕 words & phrases to drill,以保证常用词语能得到较充分的操练。

本书共有十六个单元,供一个学年使用。每一单元由课文 A(Text A)、生词(New Words)、注释(Notes)、练习(Study & Practice)和课文 B(Test B)五部分组成。

课文全部选用原文材料,但有少量删改。讲解课文时应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防止只讲语言点而忽略通篇内容的倾向,也要避免只注意文章内容而不重视语言基础训练的做法。

为便于学生学习,Text A 生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,并酌情加注汉语,难以用英语解释清楚的则直接用汉语释义。Text B 的生词直接加注汉语。

注释尽量用浅近的英语,主要介绍有关的背景知识,说明一些特殊的语言现象,供学生预



习时参考。

书中第八单元和第十六单元后所设的自测题(Test Yourself),可帮助学生复习并巩固前面所学过的内容,书末附有参考答案。

各课练习是按照《大学英语课程教学要求(试行)》和本册教程的要求编写的,练习量较大,难度适当照顾各类学生的需要。教师完全可以根据自己学生的具体情况有所选择地加以使用。

此次编写由本套教材总主编董亚芬教授亲自主持,本书的编写原则由本教程的主审夏国佐教授协助制订。夏教授在审订过程中细致入微,提出了许多建设性的意见。

本册教材的主要编写人员是范焯(第一、七、八、十四单元)、孙东云(第三、四、十三、十五单元)、傅佳(第六、九、十二单元)、徐真(第二、十单元)和吴晓真(第五、十一、十六单元)。感谢万江波为我们提供了选用《艾丽丝漫游奇境记》的创意。

上海外语教育出版社的谢宇不厌其烦地满足了编写组在编写过程中的种种要求。英籍专家 Anthony Ward 协助编写和审阅。在此一并表示感谢。

本教材的编写人员水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

编者

2006年3月

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# Unit 1

## How to Be a Successful Language Learner

### Warm-Up Questions

1. Why are you learning English?
2. What do you expect to learn in your English class?
3. How do you learn English outside the classroom?

### Text A

*How can you learn a foreign language well? According to the author of this text, you might need to think in a new way, a process almost like going back to childhood once again ...*

### Learning to Think All Over Again

*Graham E. Fuller*

- 1 When you were a child, you didn't know what a tree was at first. Somebody had to tell you. Probably your parents took you outside, pointed to a tree and said, "Tree!" You had to learn to associate the sound of the word "tree" with the big green leafy thing you saw in front of you.
- 2 That's what you must learn to do again when you are learning a foreign language. You need to learn to associate sounds with objects, and to think in a new way. **Only this time, since you are grown up, you will be able to understand what needs to be done much faster.** You'll know why somebody



is pointing to a tree and saying a strange word. But you'll still have to learn the new word. You may even have to relearn it many times before you finally actually learn it. 10

3 There is an important idea here. In America our name for that big green leafy thing is "tree", but in Germany the name for that thing is "Baum". In Arab countries the name is "shajra". And in China they say "shu". These various words are not themselves "trees". They are just some of the many hundreds of different sounds used in the world to represent that great big green leafy thing. 15 20

4 To learn a foreign language you must get away from the idea of translating words. Translating takes too much time and mental energy. You will never learn to really speak and understand a foreign language if you have to translate everything. Instead, learn to associate the new sound directly with the image in your mind. So when we hear the sound "Baum" or "shajra" or "shu", we don't want to think, "HmMMM. Baum means tree, which means that great big green leafy thing." 25

5 Don't think that the challenge of new thinking will be limited only to the area of new words; it is going to go much deeper than that. Let's use an analogy: you can build a house using materials of very different sizes and shapes. English uses one set of building blocks, but other languages will use different-shaped building blocks that take some creativity to put together at first. **Where we use two blocks, they may use three smaller ones — or maybe one large one.** 30

6 Here's an example of an English sentence: *We have to buy a few books before going home.* 35 When translating into almost any foreign language, you will not take each English word and substitute a foreign word for it. You will instead be substituting groups of words or ideas from one language to the other. How each language will choose to group the ideas depends on the language. In French or Spanish, for example, *we have to buy* 40 is broken down into three words: *we/have to/buy*. In Turkish, however, **the Turks are able to reduce all these four words to only one.**

- 7 So learn to start thinking in terms of bundles of concepts or ideas that will be converted to new language and not single words. Try to think in a foreign language. This isn't all that hard. You learn to think in the language simply by using the language over and over again, asking and answering simple questions until you feel comfortable with the process. Then you add some new words, and a few more new situations, and practice using them together with all the words you learned in previous lessons. Bit by bit you build up skill. 45
- 8 Once you really get into the language, you'll understand all this a good deal better. Somebody will be saying something quite fast and you'll suddenly realize that you understood it all! It's a great moment. Really satisfying. You probably wouldn't be able to repeat the words, or even know how it was that you understood it all. But it's a sign that the language is starting to sink into your mind. You're beginning to understand without translating. 50

[ 670 words ]

### New Words\*

**foreign** /'fɔ:rn/ *a.* of or from another country 外国的

**process** /'prəʊses/ *n.* connected series of actions, changes, etc. 过程

**probably** /'prɒbəbli/ *adv.* most likely 很可能地; 大概

**point** /pɔɪnt/ *v.* direct people's attention towards sb./sth. by extending one's finger towards it; direct, aim 用手指向; 瞄准, 对准

**associate** /ə'səʊʃieɪt/ *v.* connect sb. or sth. in your mind with sb. or sth. else 把...与...联系在一起

**object** /'ɒbdʒɪkt/ *n.* sth. that can be seen or touched

物体; 实物

**actually** /'æktʃʊəli/ *adv.* in fact 实际上, 事实上

**various** /'veəriəs/ *a.* of different kinds 各种各样的

**leafy** /'li:fi/ *a.* having or covered with many leaves 多叶的, 叶茂的

**represent** /,reprɪ'zent/ *v.* be a sign or symbol of sth.; act or speak for (another person or group of people) 表示, 象征; 代表(某人、某团体)

**instead** /ɪn'sted/ *adv.* as a replacement 代替

**direct** /dɪ'rekt/ *a.* with nothing or no one in between 直接的

**directly** /dɪ'rektli/ *adv.* in a direct line or manner

\* 黑正体表示需要记住其形、音、义并熟练掌握其用法的单词; 白正体表示能于再次出现时根据上下文识别其词义的单词; 以下各课同。

直接地

**image** /'ɪmɪdʒ/ *n.* picture formed in the mind; the way that sb. or sth. is thought of by other people  
头脑中的形象; 某人或某物在人们心目中的形象

**challenge** /'tʃælɪndʒ/ *n.* sth. needing great effort in order to be done successfully 具有挑战性的事物  
*v.* 向...挑战

**analogy** /ə'nælədʒi/ *n.* comparison between two situations, processes, etc. that is intended to show that the two are similar 类比, 类推

**material** /mə'tɪəriəl/ *n.* substance from which sth. is or can be made 原料, 材料

**block** /blɒk/ *n.* solid piece of a hard substance used in construction 大块; 大块木料或石材

**creativity** /kri:'eɪ'tɪvətɪ/ *n.* the ability to use or produce unusual ideas and things 创造力

**substitute** /'sʌbstɪtju:t/ *v.* use sth. or sb. instead of another thing or person 用某物、某人代替另一物、另一人

**choose** /tʃu:z/ (chose, chosen) *v.* select; decide and pick out 挑选; 选定并挑出

**depend** /dɪ'pend/ *v.* rely, esp. for support or maintenance 依赖, 依靠

**Turkish** /'tɜ:kɪʃ/ 土耳其语; 土耳其的

**Turk** /tɜ:k/ 土耳其人

**reduce** /rɪ'dju:s/ *v.* make (sth.) smaller in size, quantity, number, degree, etc. 减少, 缩小, 削减

**bundle** /'bʌndl/ *n.* a number of things that are held together 捆, 把, 扎, 束

**concept** /'kɒnsept/ *n.* thought, idea or principle 概念, 观念, 思想

**convert** /kən'vɜ:t/ *v.* (cause sth. or sb. to) change in form, opinion, etc. (使)转变, (使)转化

**single** /'sɪŋgl/ *a.* only one 单一的

**situation** /,sɪtju'eɪʃən/ *n.* condition 情况; 处境

**previous** /pri:vɪəs/ *a.* happening or existing before sth. or sb. else 以前的, 在先的

**sink** /sɪŋk/ *v.* (cause to) go down to the bottom 沉下; 使下沉

## Phrases & Expressions

**all over again**

重新

**get away from**

摆脱; 离开

**building block**

any of the pieces out of which sth. is built 砌块, 积木; 成分, 构成要素

**put together**

make (sth.) by joining all its parts 组合, 装配

**depend on**

rely on; be decided by 依赖于; 取决于

**break down into**

separate sth. into parts 把...分解成

**in terms of**

从...角度, 就...来说

**over and over again**

一再, 再三

**bit by bit**

gradually, little by little 渐渐地, 一点一点地

**build up**

(cause to) develop, increase, or become gradually larger (使)发展; 加强; 扩大

**get into**

become strongly involved with or deeply interested in (sth.) 投入, 从事; 对...感兴趣

**a good deal**

to a very great degree (程度、数量等) 相当大地

## Proper Names

Graham E. Fuller /'greɪəm i: 'fʊlə/

格雷厄姆·福勒 (人名)

## Notes

1

This text is adapted from *How to Learn a Foreign Language* published by Storm King Press, 1987. Graham E. Fuller, the writer, is an expert in languages. He has studied sixteen languages, including French, German, Persian, Japanese, Turkish, Chinese, Arabic, Greek, Russian and even Esperanto. During his career with the Foreign Service, Graham and his family spent more than seventeen years overseas, so he has a good understanding of learning and using a foreign language.

2

**Only this time, since you are grown up, you will be able to understand what needs to be done much faster.**

The word *only* here means “but; except that”.  
Another example:

She wants to go, *only* she hasn't got enough money for the trip.

3

**Where we use two blocks, they may use three smaller ones — or maybe one large one.**

Here the conjunction *where* is used for showing differences. It is used when you compare two persons, things, actions, etc. and show how they are different.

Another example:

*Where* other men might have admitted defeat, Wallace fought back with renewed strength.

4

**... the Turks are able to reduce all these four words to only one.: ... the Turks are able to use simply one word instead of four.**

English uses only a few suffixes (后缀), such as *-s* for possessive, *-s* or *-es* for plural. However, in Turkish, there are many suffixes, and words and sentences are made by adding suffixes to a root-word. Sometimes a Turkish word can get very long, with all the meaning buried in the sequence of suffixes piled together in a particular order.



5

**You probably wouldn't be able to repeat the words, or even know *how it was that* you understood it all.**

The structure *how it was that ...* means "in what way or by what means ...".

Another example:

Professor Lee tried to show us *how it was that* very small amounts of pollution could have far-reaching damaging effects.

6

**... the language is starting to sink into your mind.:** you are beginning to understand the language.

## Study & Practice



### I. Listening Exercises

1. Listen to the tape, paying special attention to the pronunciation of the vowels listed in front of each group of words. Then read aloud all the words.

1) /eɪ/	shape	name	translate	situation	strange
2) /æ/	practice	actually	understand	analogy	challenge
3) /i:/	deep	speak	repeat	previous	leafy
4) /e/	energy	instead	represent	except	success

2. Listen to the passage and choose the best answer to the questions following it.

The following words in the passage may be new to you:

uncertainty /ʌn'sɜ:tntɪ/ *n.* 不确定性

avoid /ə'vɔɪd/ *v.* 避免

communicate /kə'mju:nikeɪt/ *v.* 交流, 交际; 传达(思想、感情等)

focus /'fəʊkəs/ *v.* 集中(注意力)于

1) According to the passage, when you are reading a foreign language text, you should

- 
- look up all the words that you don't understand
  - not use a dictionary even if there are words you don't know
  - look up only those new words that are important for getting the basic idea of the text