

高等学校试用教材

# 大学英语

精读

INTENSIVE READING

(文理工科本科用)

预备二级

上海外语教育出版社

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陈祖芳 主编

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# 前 言

《大学英语(文理科本科用)》试用教材是根据国家教育委员会审定批准的《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、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础教学,从各方面保证文、理科的通用性,适用于综合大学、师范院校和文科院校。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编二册预备级的精读、泛读教程。

上述五种教程据根各自的课程特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订,同时还聘请两名专职外籍专家参加编写和文字审定工作。

《大学英语》预备级精、泛读教程经大学外语教材编审委员会综合大学英语编审组和理工科英语编审组共同审定选文,可供文、理、工各类本科生使用。预备级精读教程由武汉大学英文系负责编写。陈祖芳副教授担任主编,袁锦翔教授担任主审,大学外语教材编审委员会理工科英语编审组郭杰克教授审读了全书。参加编写的有刘寒冰、史宽同志。美籍专家Meek夫妇审读了全书英文部份,并为全书录音、录像。

本书为预备级精读教程第二册,供大学英语预备二级学生使用。修完预备二级教程后可任选按文理科大纲或理工科大綱所编写的各类后续教材。

由于时间仓促,编者水平经验有限,教材中不妥之处在所难免。希望广大读者批评指正。

编 者

一九八七年四月

## 使 用 说 明

本书为《大学英语(文、理、工本科生用)》预备级精读教程第二册,教学对象为大学英语预备二级的学生。

全书共有十三课,供一学期使用。每课由预习提示,课文,生词,注释和练习组成。

预习提示的目的不仅是对学生课前的练习提出要求,更重要的是通过“预习检查问题”逐步培养学生良好的阅读习惯。课文全部选自原文,并经过精心改写,在改写时力求做到文字简易,地道,内容丰富有趣且有一定的思想深度。练习在编排上不求新颖只是按照大纲的要求在一个新的水平上复习、巩固学生在中学已经学过的语音、语法、词汇等主要内容。

本书配有教师手册,供教师备课时参考。

为缓解当前各校教师不足这一困难,满足一、二级学生课外复习、巩固英语基本知识和技能的要求,本书还配有美籍专家的录音以及可直接用于课堂教学的录像(美籍专家录制,每课两学时),由编者单位内部交流。

编 者

一九八七年四月

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## LESSON ONE

### TEXT

#### -- Suggestions For Preview 预习提示.....

这篇是讲教育的社会价值的。有人认为教育的层次越高，越普及越好，对社会的价值也越大。所以只要搞一种“全民教育体制”，一切社会问题都可以解决。本文作者对此有不同的看法。他认为教育从体制 (system) 上说，不应是单一的；从内容上讲应该包括最起码的三点。至于为什么，作者依次予以说明。你看完一遍后能把握住这几点吗？

### 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 <sup>换句话说</sup> the aim of educating them. Our purpose is to fit them for life. Life is varied; so is education. (fit sb for sth) 生活是多样化的 As soon as we realize this fact, we will understand that it is very important to choose a proper system of education.

In some <sup>适当的教育体制</sup> countries with advanced industries, they have the Public Schools education system. They call it free education for all. Under this <sup>全民教育</sup> system people, no matter whether they are rich or

poor, clever or foolish, have a chance to be  
educated at universities or colleges. They have  
for some time thought, by free education for all,  
they can solve all the problems of society and 15  
build a perfect nation. <sup>社会问题</sup> 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. As a result of their degrees, they 20  
refuse to do <sup>由于结果</sup> what they think is "low" work. In  
fact, work with hands is thought to be dirty and  
shameful in such countries.

But we have only to think a moment to  
understand that the work of a completely 25  
uneducated farmer is as important as that of a  
professor. We can live without education, but we  
should die if none of us grew crops. If no one  
cleaned our streets and took the rubbish away from  
our houses, we should get terrible diseases in our 30  
towns. If there were no service people, because  
everyone <sup>be</sup> was ashamed to do <sup>sth</sup> such work, the  
professors would have to waste much of their time  
doing housework.

On the other hand, if all the farmers were 35  
<sup>各方面</sup> completely uneducated, their production would  
remain low. As the population increases larger and

larger in the modern world, we would die if we did not have enough food.

In fact, when we say all of us must be 40 educated to fit us for life, it means that all must be educated: Firstly, to realize that everyone can do whatever job is suited to his brain and ability; Secondly, to understand that all jobs are necessary to society and that it is 45 bad to be ashamed of <sup>sth</sup> one's own work or to look down upon someone else's; Thirdly, to master all the necessary know-how to do one's job well. Only such education can be called valuable to society.

### Questions For Preview Check

I. Mark the best answers to complete the following statement:

All of us must be educated to understand or realize -----

1. that Public School education system is the most advanced.
2. that the more people with university degrees we have, the better.
3. that the farmer's job is as important as the professor's.
4. that we cannot live without education.
5. that one should choose his job according to his ability.
6. that everyone should have a chance to be educated at universities or colleges.
7. that once you do a certain job you should try to master all the skills to do the job well.

II. Pick one sentence from the text to complete the following statement:

Education should be various because ----- .

## Words To Watch

educate ('edju:keit)	v.	教育, 训练
education (,ekju(:)'keiʃən)	n.	教育, 训练
means (mi:nz)	n.	手段
aim (eim)	v. n.	旨在; 瞄准; 目标, (at) 目的在于, 指望; 目的
vary ('vɛəri)	v.	变化, 改变
purpose ('pə:pəz)	n.	目标, 意图
fit (fit)	v.	使适应
realize / realise ('riələiz)	v.	认识到, 体会到; 实现
system ('sistim)	n.	系统, 体系, 制度
industry ('indəstri)	n.	工业, 产业
clever ['klevə]	a.	聪明, 伶俐
university (,ju:ni'və:siti)	n.	综合大学
college ('kɒlidʒ)	n.	学院, 大学
solve (sɒlv)	v.	解决
problem ('prɒbləm)	n.	问题, 难题
society (sə'saɪəti)	n.	社会
degree (di'ɡri:)	n.	度, 程度
	n.	学位
result (ri'zʌlt)	n.	结果, 成果, 成绩
refuse (ri'fju:z)	v.	拒绝, 推辞
low (ləu)	a.	低, 矮; 低级的, , 下层的; 低声的
shame (ʃeim)	n.	羞愧, 耻辱
shameful ('ʃeimful)	adj.	羞愧的, 耻辱的
complete (kəm'pli:t)	a. v.	全, 完全; 完成, 结束

completely (kəm'pli:tli)	adv.	全, 完全地
farmer (fɑ:m)	n.	农夫, 农场主
professor (prə'fesə)	n.	教授
crop (krɒp)	n.	农作物, 庄稼, 收成
disease (di'zi:z)	n.	疾病
service ('sə:vis)	n.	服务
production (prə'dʌkʃən)	n.	生产, 产量
remain (ri'mein)	v.	剩下, 余留
	v.	保持, 仍是
population (pɒpju'leɪʃən)	n.	人口
food (fu:d)	n.	食物, 粮食, 养料
suit (sju:t; su:t)	n. v.	适合, 合适
brain (breɪn)	n.	大脑, 骨髓
ability (ə'biliti)	n.	能力, 智能, 才能
necessary ('nesisəri)	a.	必须的, 必要的, 必然的
valuable ('væljuəbl)	adj.	有价值的

### Useful Words And Phrases

#### 1. in other words 换句话说; 也就是说

He has been working too much, and is not at all well. In other words, he needs a holiday.

他工作过度, 身体也不好, 也就是说, 他需要休假。

You don't believe me. In other words, you mean I'm telling a lie.

你不相信我, 换句话说, 你的意思是我在说谎。

#### 2. as soon as 一……就

He left for home yesterday as soon as he received the letter.

他昨天接到那封信就动身回家去了。



As soon as I saw him I told him the news.

我一见到他就告诉他那条消息。

3. no matter whether (who, what, how, where, etc.)

不论是否 (何人, 何物, 等)

No matter what he says, I do not believe him.

无论他说些什么, 我都不相信。

You should live in the countryside, no matter where.

你应该住在农村, 不论在那里。

4. whether ... or 不管……还是; 是……还是

Whether man or woman, old or young, all have to learn.

不论男女老幼, 都得学习。

Whether you like it or not, you'll have to do it.

不管你愿意不愿意, 你都得做这件事。

5. as a result (of) 作为 (……的) 结果

He is unable to go to work as a result of the fall from his bike.

他骑自行车摔了一跤, 所以不能上班。

He slipped and broke his leg. As a result, he will have to be away from school for two or three months.

他滑了一跤, 把腿摔断了, 这样一来, 他这两三个月都不能上学了。

6. take away 把……拿 (带) 走

Not to be taken away!

禁止拿出本室。(如图书馆书报等)

Would you please take these books away?

请将这些书拿走好吗?

7. on the one hand, ... on the other hand

一方面……另一方面

On the one hand I have to work, on the other hand I have to study.

一方面我得工作，另一方面我得学习。

8. in fact 其实，事实上，实际上；说得准确些

I saw him not long ago, in fact, I saw him the day before yesterday.

我不久前见过他，实际上我是前天见到他的。

That's a very tall building, in fact, it's the tallest one I've ever seen.

那栋大楼很高，事实上那是我见到过的最高的楼房。

Special Difficulties

1. Life is varied,

生活是多样化的，

这里 varied 是动词 vary 的 -ed 分词(过去分词)，在这里作表语。“to be + -ed 分词”可能是被动语态，也可能是“系表结构”。其区别在于，前者表示动作，句子的主语为动作的对象，后者则说明主语所处的状态，其中的 -ed 分词(过去分词)相当于形容词。

如：

The book is well written.

这本书写得很好。(系表结构)

The book was written by a worker.

这本书是一位工人写的。(被动语态)

2. In some countries with advanced industries,

在一些工业先进的国家，

这里 **advanced** 是动词 **advance** 的 -ed 分词 (过去分词), 作 **industries** 的修饰语。

3. But we have only to think a moment to understand that the work of a completely uneducated farmer is as important as that of a professor.

但是只要我们稍稍想一下便会明白: 一位完全没有受过教育的农夫的工作与一位教授的工作是同等重要的。

1) only to think a moment to understand 中的 to understand 是动词不定式, 在这里作状语, 表示结果。

2) as important as that 中的 that 代替前面的 the work 以避免重复。等于说 the work of a ... farmer is as important as the work of a professor.

4. ...., but we should die if none of us grew crops.  
..... 但是如果谁都不去种庄稼, 我们都得饿死。

这里假设的情况是不真实的, 所以句子用的是虚拟语气。  
下面还有几句类似的句子, 请注意。

5. larger and larger ...., 越来越大.....

英文表达“越来越.....”的概念用形容词 (或副词) “比较级 + and + 比较级” (后面不可再接 than 引导的从句)。  
如:

She is becoming more and more active in sports.

她对运动越来越积极了。

The days are getting longer and longer.

白天越来越长了。

I. Review of sounds 音素复习:

- (i) it is / this is / his little sister  
a big city / a big pick
- (e) the next men / ten friends / eleven hens  
a red pen and a red pencil / the next step  
the best egg

II. Practise the following for the falling tone 降调  
练习:

Yes. No. Right. True.  
Oh, yes. Oh, no. Quite right. That's true.  
Morning. Never. Nonsense. Good morning.  
Excuse me. It isn't. Interesting. Wonderful.  
Beautiful. How interesting! How wonderful!  
So beautiful.

III. Try to read aloud the following words with the  
help of the phonetic symbols 根据音标朗读下列单  
词:

varied ('veərið)

advance (əd'vɑ:ns)

educated ('edju:keɪtɪd)

result (rɪ'zʌlt)

shameful ('ʃeɪmfʊl)

university (ˌju:ni'vɜ:sɪti)

population (ˌpɒpjʊ'leɪʃən)

Christmas ('krɪsməs)

gentle ('dʒentl)

check (tʃek)

IV. Listen to the recording of the text and read it  
aloud 模仿录音朗读课文: