

高等农业学校試用教材

英 语

第一冊 (下)

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西北农学院

高等农业学校試用教材

英 語

第一冊（下）

（各專業適用）

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2	倒 14	Polish ['pɒlɪʃ]	Polish ['pouliʃ]
3	10	发表	发表演說
9	1—2	'spo ken	'spo- ken
	倒 5	what did he	What did he
11	13	scientific	scientific
20	倒 7	the ʃarmy	the ʃarmy
33	倒 4	to set vp	to set up
35	倒 3	dreamed of	dream of
38	4	7. 我們学校要就将派出	7. 我們学校就要派出
39	倒 8	5. he (make)	5. He (make)
42	倒 11	[iɪvə'lu:ʃən]	[iɪvə'lu:ʃən]
44	倒 8species是謂語species是表語
46	倒 6 (表內)	He was not writing?	Was he writing?
50	倒 10	yeaers	years
56	8	burst out laughing.	burst out laughing.
62	11	(表明時間)	(表明時間和行为方式)
64	9	3. decid	3. decide
65	1	a peice	a piece
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77	3	INDEPENDENT REA- DINS	INDEPENDENT REA- DING
81	13—14	[in,dastriəlai 'zeɪʃən]	[in,dastriəlai- 'zeɪʃən]
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84	倒 9	(the Passive voice)	(the Passive Voice)
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111	2	in contolling	in controlling
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115	倒 6	Our teacher seems..... answer.	His job will be selecting seeds.
117	1	thefelling	the felling
119	13	the Oppressed peoples	the Oppressed Peoples
120	倒 8	revolutionary	revolutionary
120	16—17	the achievements	the achievements
122	7	a. 和平	a. 和平的
132	14	the productin	the production
132	倒 11	of agricultnral	of agricultural

LESSON ELEVEN

Text:	An Outstanding Internationalist
Word-Formation:	Conversion
Grammar:	I. For...or How (What, etc.)+ the Infinitive
	II. The Distinction between the Gerund and the Verbal Noun
	III. The Distinction between the Gerund and the Infinitive

TEXT

AN OUTSTANDING INTERNATIONALIST

Dr. Bethune was already over fifty when he came to China to help the Chinese people in the Anti-Japanese War. He reached Yen-an in 1938 and went to work in the Wutai mountains. Unfortunately, in 1939, he died a martyr to his duty.

Being a brilliant surgeon, Dr. Bethune did not seek fame and money. He kept searching for a way to cure the wider spread ills in the world around him --- poverty, unemployment and hunger. At last he found the way. He joined the Canadian Communist Party and became an outstanding revolutionary worker, dedicating his skill, energy and passion to the cause of the working class.

When the Anti-Japanese War broke out in China and the Chinese people began to fight against the Japanese invasion, Dr. Bethune volunteered to head the medical unit to be sent

to the Chinese troops by the Communist Parties of Canada and the United States. Making light of all difficulties, Dr. Bethune left the comfortable life, crossed the Pacific, pushed through blockade after blockade and reached the battle fields of North China, completely surrounded by the Japanese troops.

Dr. Bethune never thought of himself. He risked his life to tend the wounded amid the fire of battle field and managed to cure them in all ways. He was extremely warm-hearted towards his comrades and the people, doing everything for others' benefit. None who returned from the front failed to express their admiration for him whenever his name was mentioned.

What kind of spirit is this that made a foreigner regard the cause of the Chinese people's liberation as his own? It is the spirit of internationalism, the spirit of communism. Every one of us must learn from this spirit that is so completely free from selfishness so as to be a noble-minded man, a pure man, a man who is useful to the people.

New Words

internationalist [ˌɪntəˈnæʃnəlɪst]

n. 国际主义者

unfortunately [ʌnˈfɔːtʃnɪtli]

ad. 不幸地

martyr [ˈmɑːtɪə] n. 烈士; 殉

难者

brilliant [ˈbrɪljənt] a. 超众

的; 光辉的

surgeon [ˈsɜːdʒən] n. 外科医

生; 军医

seek [siːk] (sought [sɔːt]) v.

寻求, 寻找

fame [feɪm] n. 名声, 名誉

search [sɜːtʃ] v. 搜索; 追求

spread [sprɛd] (spread) v. 散

布, 蔓延

wide [waɪd] ad. 广泛地; 普

遍地

ill [ɪl] n. (pl.) 疾苦, 痛苦

a. 病的

unemployment [ˈʌnɪmˈplɔɪ-
mənt] n. 失业

Canada [ˈkænədə] n. 加拿大

Canadian [kəˈneɪdʒən] a. 加
拿大的 n. 加拿大人

dedicate [ˈdedɪkeɪt] vt. 致
(力), 献(身)

skill [skɪl] n. 技能; 熟練

energy [ˈenədʒi] n. 精力; 力

passion [ˈpæʃən] n. 热情; 热
心

Japanese [ˌdʒæpəˈniːz] a. & n.
日本的; 日本人(的); 日本
語

invasion [ɪnˈveɪʒən] n. 侵略;
侵入

volunteer [ˌvɒləntɪə] v. 志愿
n. 志愿者

head [hed] vt. 率領

medical [ˈmedɪkəl] a. 医疗
的, 医学的; 医药的

unit [ˈjuːnɪt] n. 单位

comfortable [ˈkʌmfətəbl̩] a. 舒
适的, 安乐的

blockade [blɒˈkeɪd] n. & vt.
封鎖

battle [ˈbætl̩] n. 战争, 战斗

risk [rɪsk] vt. 冒...的危险,
n. 冒险

tend [tend] vt. 看护, 照料
vi. 傾向

amid [əˈmɪd] prep. 在...当
中, 在...的包围中

manage [ˈmænɪdʒ] vt. 設法;
处理

warm-hearted [ˈwɔːmˈhɑːtɪd]
a. 热心的

none [nʌn] pro. 沒誰, 无人

admiration [ˌædməˈreɪʃən] n.
讚揚, 佩服 (for)

whenever [ˈhwentɪvə] ad. 无
論什么时候, 随时

mention [ˈmenʃən] vt. 提到,
讲到

foreigner [ˈfɒrɪnə] n. 外国人

regard [rɪˈɡɑːd] vt. 把...看
作 (as...); 关心

free [friː] a. 无...的 (from;
of); 自由的; 游离的

noble-minded [ˈnəubl̩ˈmaɪnɪd]
a. 心地高尚的

Idioms and Phrases

- | | |
|--------------------------|--------------|
| 1. Anti-Japanese War | 抗日战争 |
| 2. to die a martyr to... | 为...而牺牲, 殉难于 |
| 3 the working class | 工人阶级 |
| 4. to make light of | 轻视, 蔑视; 不以为意 |
| 5. the battle field | 战场 |
| 6 North China | 华北 |
| 7. in all ways | 用一切办法 |
| 8. so as to + v. | 以便... |

Notes to the Text

1. Dr. Bethune ['dɒktə 'bi:tn] 白求恩大夫。Dr. 为 Doctor 的缩写词。

2. Unfortunately, in 1939, he died a martyr to his duty.
不幸在 1939 年他以身殉职。

句中 martyr 作表语; died 一方面具有本身的词汇意义, 另一方面又起连系动词的作用; to his duty 作定语, 修饰 martyr。

3. He kept searching for a way to cure the wider spread ills in the world around him --- poverty, unemployment and hunger. 他不断寻求医治人间更普遍的疾苦(贫穷、失业和饥饿)的办法。the world around him 意为“周围的世界”, 此处可译为“人间”。

4.whenever his name was mentioned 这是由从属连接词 whenever 引导的时间状语从句。

5.that made a foreigner regard the cause of the Chinese people's liberation as his own 是定语从句, 修饰 this, 由关

系代詞 that 引导; 不定式短語 regard the cause..... as his own 是 foreigner 的賓語補足語, 因在動詞 made 后, “to” 被省略; as his own 中的 as 为連接詞, 引出賓語補足語 his own (cause).

构詞法 (WORD-FORMATION)

英語詞的构成方法主要有三种: 轉化、合成和綴合。

I. 轉化法 (Conversion)

一个詞不发生詞形上的变化便由一个詞类轉为另一个詞类, 叫作轉化。例如:

water	n. 水——v. 澆水
change	v. 改变——n. 变化
warm	a. 溫暖的——v. 使...溫暖
first	num. 第一——ad. 第一、首先
east	n. 东——a. 东方的; ad. 向东方

有些詞在轉化过程中发生重音或其他讀音方面的变化。例如:

increase	[in'kri:s]	v. 增加
	['inkri:s]	n. 增加
use	[ju:s]	n. 用法, 用处
	[ju:z]	v. 利用, 运用

GRAMMAR

I. for...或how (what, etc.) + 動詞不定式的結構

1. for... + 動詞不定式的結構

由 *for* 引出的動詞不定式短語是一種特殊結構。*for* 后面的名詞或代詞與不定式在邏輯上是主語和謂語的關係，這種結構在句中可作主語、表語、賓語、定語和狀語等。例如：

It is necessary *for us to pay more attention to grammar.*

His suggestion is *for the students to discuss the raised question.*

The only thing *for the oppressed peoples and nations to do* is to unite and fight against imperialism.

He spoke in a voice too low *for me to catch.*

2. *how* (what, etc.) + 動詞不定式的結構

由連接代詞 *what*, *which* 或連接付詞 *how*, *where*, *when* + 動詞不定式形成的結構，在句中可作主語、表語、賓語、定語等。例如：

Where to hold the discussion has not yet been decided.

The peasants knew well *how to use human manure on the soil.*

He has'nt answered the question *what to do with these insects.*

One of the most important problems for a student is *how to study well.*

II. 動名詞與名詞化動名詞的區別

名詞化動名詞 (the Verbal Noun) 與動名詞在形式和意義上基本相同，但具有更多的名詞的特徵。两者的主要區別如下：

种类 区别	动 名 詞	名 詞 化 动 名 詞
語法形 式变化 方面	无 复 数 <i>building</i> a socialist society	有 复 数 many new <i>buildings</i>
詞 的 搭 配 方 面	1. 不用冠詞 2. 用狀語修飾 3. 由及物動詞構成的 動名詞可以帶賓語 rapidly <i>building</i> a modern agriculture	1. 用冠詞 2. 用定語修飾 3. 如有賓語，須在賓語 前加前置詞of一起構 成前置詞短語，置于 名詞化動名詞之后 the rapid <i>building</i> of a modern agriculture

Preparations must be made before *setting up* the pig-farm. (動名詞)

The *setting up* of people's communes has greatly speeded up our socialist construction. (名詞化動名詞)

Reading the texts aloud is necessary for improving your English pronunciation. (動名詞)

The *independent readings* are provided for the students to read outside the class. (名詞化動名詞)

Ⅲ. 動名詞与動詞不定式在用法上的区别

1. 動名詞表示一般的、抽象的行为，動詞不定式則表示特殊的、具体的行为。例如：

He likes *translating*, but he doesn't want to *translate* this article today.

2. 一些動詞，如 *finish*, *enjoy*, *require*, *avoid* 等之后，只能用動名詞；而另一些動名詞，如 *hope*, *forget*, *fail* 等之后，只能用動詞不定式。例如：

To *avoid making* mistakes or to make fewer mistakes, we must study Chairman Mao's works.

Don't *forget to water* vegetables when growing them.

3. 在動詞 *stop*, *remember* 等后面用動名詞和動詞不定式，兩者的意義完全不同。例如：

Stop *talking*!

停止談話！

I stopped *to talk* with him.

我停下來同他談話。

He remembered *watering* the vegetables.

他記得給蔬菜澆過水。

He remembered *to water* the vegetables.

他記住該去給蔬菜澆水。

EXERCISES

(A)

I. Tell the function and parts of speech of the following words in italics:

1. Dr. Bethune volunteered to *head* the medical unit to the Chinese troops.

2. He is the *head* of our department.

3. We *grow* cotton on this piece of land.

4. The cotton on this piece of land *grows* very well.

II. Translate the following sentences with the expressions given below:

1. to be sent to

(1) 李同志被派到紅旗人民公社帮助农民工作。

(2) 我希望被派到山区去。

2. to keep

(1) 他不断地詢問这里的情况。

(2) 他从早到晚不停地工作。

3. to manage to

(1) 她設法要把工作做好。

(2) 咱們要設法早一点把工作做完。

III. Translate the following sentences into English:

1. 白求恩大夫把自己全部力量献給了工人阶级的伟大事业。

2. 他冒着生命的危險在战火中抢救伤员。

3. 他毫无利己之心，为別人的幸福做了許多工作。

4. 他是一个伟大的国际主义者，他把中国人民的革命事业看成是他自己的一样。

IV. Answer the following questions:

1. How old was Dr. Bethune when he came to China? When did he reach Yen-an and where did he go to work?

2. What did Dr. Bethune keep searching for?

3. Did he find the way at last? What did he do for the cause of the working class?

4. Why did Dr. Bethune volunteer to come to China?

5. Did Dr. Bethune always think of himself? What did he do amid the fire of battle field?

6. What should we learn from this outstanding internationalist?

V. Make sentences with the following expressions:

1. break out
2. make light of
3. be free from
4. regard...as

(B)

I. Change the verbs in the brackets into correct forms of tenses:

1. Last month when he (reach) home, he (go) to work in the field immediately.
2. He (join) the army when he (be) twenty years old.
3. During the Anti-Japanese War, the Chinese people (fight) heroically against the Japanese invasion.
4. We (be) deeply moved by the noble deed of Hsiang Hsiu-li.
5. He (meet) great difficulties in doing this work, but he (manage) to overcome them all.

II. Compare the infinitive phrases and the gerundial phrases in the following sentences, and tell their differences in meaning if any:

1. Constant review helps us to master foreign languages.
2. Stop writing, please.
3. He stopped to listen to our talking.
4. He started working on the farm at the age of 23.
5. I remember seeing her once somewhere.
6. I must remember to take my notebook with me.
7. He tried in every way to learn the correct pronunciation.

8. Let's try to do the work in some other way.
 9. To raise agricultural production, we must acquire enough scientific knowledge.
 10. We must acquire enough scientific knowledge for building socialism.
 11. The advanced worker taught us how to operate the machine.
 12. They taught us the method of operating the machine.
- III. Tell the function of the infinitive phrases in the following sentences:
1. In agriculture, there are many important problems for us to solve.
 2. It is quite possible for us to catch up with other groups.
 3. Do you think it necessary for us to finish the work today?
 4. This is for you to decide. The work is easy for you to do.
 5. To raise farm production, it is necessary for the farmers to improve their cultivation methods.
 6. One of the most important task for the agricultural scientists to do is to find out some good ways to raise farm yields.

IV. Translate the following sentences into English:

1. 我被派到农业生产战线上去, 感到非常高兴。
2. 作为一个农业科学工作者, 我应该学习白求恩大夫的精神, 到最艰苦的地方去。
3. 支援农业是我们的光荣任务。
4. 他参加了中国共产党, 为党的事业贡献自己的一切力

量。

5. 他蔑視一切困难，在战火中照料伤员，想尽办法治疗他们。
6. 他对同志特别热情，时刻准备着帮助别人。
7. 我们要学习白求恩大夫的共产主义和国际主义精神，以便成为一个心地高尚的人，一个对人民有用的人。
8. 在农场劳动，对我们大部分同学并不是新事。我们认为干农活是光荣的。

LESSON TWELVE

Text:	Grapes in the "Land of Fire"
Word-Formation:	Composition
Grammar:	I. Kinds of Sentences II. The Compound Sentence

TEXT

GRAPES IN THE "LAND OF FIRE"

Perhaps you have heard of the Grape People's Commune in the Turfan Basin, 100 kilometres east of Urumchi.

Surrounded by high mountains and dipping far below sea-level, this basin is the hottest place in China and in ancient time was known as the "Land of Fire". In July the temperature rises as high as 47.8°C . In the northeast of the basin is the Flaming Mountain.

Below the mountains to the northeast stretches a broad belt of dark green foliage. This is the Grape Valley, where China's white seedless raisins are produced.