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高等学校试用教材

大学英语

(文理科本科用)

精读

INTENSIVE READING



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上海外语教育出版社

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第 五 册

翟象俊 主编

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大学英语 外 09

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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。

上述五种教程根据各自的课型特点自成体系,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、华东师范大学和中国人民大学合作编写,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(文理科本科用)》精读教程由复旦大学大学英语教学部负责编写,翟象俊、李荫华两位副教授担任主编,程雨民、孙骊两位教授担任主审。

本书为精读教程第五册,由翟象俊主编,张增健、王德明、任建国、杨晨等同志参加编写,供大学英语五级学生使用。除主审外,还承英籍专家 Dr. Anthony Ward 审阅。

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

编 者
1989年1月

使用说明

本书为《大学英语(文理科本科用)》精读教程第五册,供大学英语五级学生使用。

本册与前四册一样,课文全部选用原文材料,仅作了少量必要的删改。选材时注意了文章的趣味性、知识性和可思性。

本册仍为十个单元,供一学期使用。每一单元的内容编排与前四册大致相同,但也有不少改动。总的原则是在前四册学习的基础上,加强了综合练习。

每单元一开始先有一个根据上下文和构词成分理解生词的练习。这既可以复习,巩固在一、二级中学过的这一基本阅读技能,同时也可以为学习新课文扫除一部分词汇障碍。这一练习所涉及的生词绝大多数是大纲词表中的A级词,也有少量仍需进一步掌握的I级词。

大多数课文前有作者简介和选文简介,为学生提供一点背景材料。这部分内容主要应由学生在课前自学,必要时教师也可另外作一些补充。

课文中另外出现的生词均采用脚注形式,这样可以节省一点前后查阅的时间。

课文注释仍以介绍有关背景知识为主,对个别难理解的词句也作了解释,供学生预习时参考。

为了帮助学生更好地理解课文,除大多数课文后配有理解问题外,在前五单元还依次安排了段落分析(Paragraph Analysis)、课文分析(Text Analysis)及列提纲活动(Outlining Activity)等练习。这一练习试图把阅读技能和写作技能的训练结合起来,希望能使学生感到兴趣并有所收益。

本册的词汇练习(Vocabulary Development)包括两部分内容。一是操练课文中出现的活用词,一是操练短语动词。三、四册中也编写过短语动词练习,其中的短语动词均为当课课文中出现的,而本册中的短语动词练习则按最基本的动词如 go, come, make 等所构成的常用短语动词进行系统的、带归纳性的操练。(在选择词条时以大纲词表所列出者为主,也有一些词表中未收而在前四册课文中出现过的常用词条)。每单元重点操练两个动词(第五单元除外),全书共操练了18个动词。

前四册中的完形填空(cloze)受到广大师生的欢迎,故第五册中仍予以保留。这一练习有一定难度,需要由教师进行必要的启发和引导。

本册的写作练习,根据大纲要求,安排了写概要(Précis Writing)和写信(Letter Writing)两个内容。讲述部分不多,但每单元均有练习。教师可结合班级具体情况或全做,或做一部分,但最好不要少于五次。

阅读练习中除了过去一直有的理解题外,还增加了一个词汇练习,主要是把

材料中出现的一些希望学生能掌握的词再稍微突出一下,希望不至于占去过多的课内时间,课内时间不够时,也可请学生课后自己做。

编 者

1989年1月

Contents

Unit 1

Understanding New Words from Context or Word Part Clues	1
Text: A Kind Of Sermon by W.S. Fowler	3
Paragraph Analysis: Identifying Paragraph Topics	7
Vocabulary Development	8
Cloze	11
Précis Writing	12
Reading Practice	14
Passage: First Day: Give Us 15 Minutes A Day	14
by Wilfred Funk and Norman Lewis	

Unit 2

Understanding New Words from Context or Word Part Clues	23
Text: The Fifth Freedom by Seymour St John	25
Comprehension Questions	30
Paragraph Analysis: The Outline	31
Vocabulary Development	34
Cloze	39
Writing Assignment	40
Reading Practice	40
Passage: Letter From Home by William Zinsser	41

Unit 3

Understanding New Words from Context or Word Part Clues	47
Text: Your Key To A Better Life by Maxwell Maltz	49
Comprehension Questions	55
Outlining Activity	57
Vocabulary Development	59
Cloze	62
Writing Assignment	63
Reading Practice	63
Passage: Born To Win by Muriel James and Dorothy Jongeward	

Unit 4

Understanding New Words from Context or Word Part Clues	73
Text: Epilogue (from <u>The Gadfly</u>) by Ethel L. Voynich	76
Text Analysis: How to Read Fiction	82
Vocabulary Development	89
Word Formation	92
Cloze	94
Letter Writing: Writing Personal Letters	96
Reading Practice	98
Short Story: The Sniper by Liam O'Flaherty	98

Unit 5

Understanding New Words from Context or Word Part Clues	108
Text: Science And The Scientific Attitude by Paul G.Hewitt	110
Comprehension Questions	118
Outlining Activity	120
Vocabulary Development	121
Cloze	125
Writing Practice	126
Reading Practice	126
Passage: The Breakthroughs In Medicine by James V.McConnell	127

Unit 6

Understanding New Words from Context or Word Part Clues	134
Text: If It Comes Back by Jean Gilbertson	136
Comprehension Questions	143
Vocabulary Development	145
Cloze	149
Writing Assignment	150
Reading Practice	150
Short Story: The Chaser by John Collier	150

Unit 7

Understanding New Words from Context or Word Part Clues	159
Text: Love Story (Chapter 13) by Erich Segal	160

Text Analysis: How To Read Fiction (Part II)	170
Vocabulary Development	175
Cloze	177
Letter Writing: Addressing Envelopes	178
Writing Formal Invitation & Social Notes	179
Reading Practice	182
Short Story: Feels Like Spring by Milton Kaplan	182

Unit 8

Understanding New Words from Context or Word Part Clues	190
Text: Roaming The Cosmos by Leon Jaroff	192
Comprehension Questions	200
Vocabulary Development	203
Cloze	207
Writing Assignment	207
Reading Practice	208
Passage: Three Days To See by Helen Keller	208

Unit 9

Understanding New Words from Context or Word Part Clues	218
Text: The Key To Management by Lee Iacocca	221
Comprehension Questions	227
Vocabulary Development	229
Cloze	233
Writing Assignment	234
Reading Practice	234
Passage: Who Makes It To The Top by Richard R. Conarroe	234

Unit 10

Understanding New Words from Context or Word Part Clues	243
Text: I Have A Dream by Martin Luther King, Jr.	247
Rhetorical Analysis	255
Vocabulary Development	259

Cloze	262
Writing Assignment	263
Reading Practice	263
Passage: Conflict In Black And White	263
by Lewis Levine and Lucinda S. Hughey	

A KIND OF SERMON

UNDERSTANDING NEW WORDS FROM CONTEXT OR WORD PART CLUES

Directions: Read the following sentences carefully and then choose the one word or phrase below each sentence that has the same meaning as the underlined word or phrase. The underlined word or phrase in each sentence appears in the text of this unit.

1. Einstein's theory of relativity is so abstruse(深奥的) that very few people can appreciate it.
 - a. understand
 - b. enjoy
 - c. raise the value of
 - d. be thankful for
2. The boy felt frustrated when he found he had difficulty with most of the maths problems.
 - a. proud of himself
 - b. discouraged
 - c. frightened
 - d. encouraged
3. He was confronted with many difficulties, which, with the help of his friends, he eventually overcame one by one.
 - a. was opposed by
 - b. was faced with
 - c. was happy with
 - d. was caused by
4. The way she changes her mind three or four times a day is utterly bewildering.
 - a. thoughtless
 - b. ridiculous
 - c. undesirable
 - d. puzzling
5. Professor Wu's dedication to teaching earned him the respect of both his colleagues and students.
 - a. experience in
 - b. determination of
 - c. devotion to
 - d. contributions to
6. The fish tasted so unpleasant that Jane threw it away in disgust.
 - a. with hatred
 - b. with strong dislike
 - c. in despair
 - d. in great disappointment

7. Jim did not like our plan; so he coutered it with one of his own.
- a. answered b. opposed
c. rejected d. replaced
8. They are well aware that if they undertake this project they will inevitably encounter many difficulties.
- a. meet with b. make
c. find d. deal with
9. Alternative sources of protein must be found when meat and fish are not available.
- a. New sources b. Less expensive sources
c. More sources d. Other sources
10. Many difficult words are outside the scope of this learner's dictionary.
- a. awareness b. distance
c. range d. aim

11. Many of the natural phenomena that our ancestors thought to be inexplicable can easily be explained now.
Definition: _____.
12. The situation in that area has become increasingly grave in the last few days.
Definition: _____.
13. There may be short-cuts to wealth and fame; but there's no short-cut to wisdom and learning.
Definition: _____.
14. The remedy proposed by Mr.Li is simple, easy and practicable.
Difinition: _____.

TEXT

A KIND OF SERMON¹

- (1) It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so.
- (2) It may not seem much consolation² to point out that the teacher, too, becomes frustrated when his efforts appear to produce less obvious results. He finds that students who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. He sees them struggling because the language they thought they knew now appears to consist of a bewildering variety of idioms, clichés³ and accepted phrases with different meanings in different contexts. It is hard to convince them that they are still making progress towards fluency and that their English is certain to improve, given time and dedication.
- (3) In such circumstances it is hardly surprising that some give up in disgust, while others still wait hopefully for the teacher to give them the same confident guidance he was able to offer them at first. The teacher, for his part frequently reduced to trying to ex-

-
- | | | |
|----------------|------------|--|
| 1. sermon | n. | a talk given in church by a priest;
a long and solemn piece of advice |
| 2. consolation | n. | comfort during a time of sadness or
disappointment |
| 3. cliché | /'kli:ʃei/ | n. an expression worn out by long use |

plain the inexplicable, may take refuge in quoting proverbs⁴ to his colleagues such as: "You can lead a horse to water but you can't
25 make him drink," or, more respectfully if less grammatically: "It ain't what you say. It's the way that you say it." His students might feel inclined to counter these with: "The more I learn, the less I know."

(4) Of course this is not true. What both students and teachers
30 are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understood and so have a less immediate field of application. For the same reason, from the teacher's point of view, selecting what should be taught becomes a more difficult task. It is much
35 easier to get food of any kind than to choose the dish you would most like to eat on a given day from a vast menu.

(5) Defining the problem is easier than providing the solution. One can suggest that students should spend two or three years in an English-speaking country, which amounts to washing one's
40 hands of⁵ them. Few students have the time or the money to do that. It is often said that wide reading is the best alternative course of action but even here it is necessary to make some kind of selection. It is no use telling students to go to the library and pick up the first book they come across. My own advice to them would be:
45 "read what you can understand without having to look up words in a dictionary (but not what you can understand at a glance); read what interests you; read what you have time for (magazines and newspapers rather than novels unless you can read the whole novel in a week or so); read the English written today, not 200 years ago; read as much

4. proverb /'prɒvə:b/ n. a short, pithy(精辟的) saying in frequent and widespread use that expresses a well-known truth or fact

5. wash one's hands of: have no more to do with; refuse to be responsible for

50 as you can and try to remember the way it was written rather than individual words that puzzled you." And instead of "read", I could just as well say "listen to."

(6) My advice to teachers would be similar in a way. I would say "It's no good thinking that anything will do, or that all
55 language is useful. It's no good relying on students to express themselves without the right tools for expression. It's still your duty to choose the best path to follow near the top of the mountain just as it was to propose a practicable short-cut away from the beaten⁶ track in the foothills⁷. And if the path you choose is
60 too overgrown⁸ to make further progress, the whole party will have to go back and you will have to choose another route. You are still the paid guide and expert and there is a way to the top somewhere."

-
- | | |
|--------------|---|
| 6. beaten | a. much walked on or travelled |
| 7. foothill | n. a low hill at the base of a mountain |
| 8. overgrown | a. covered with plants growing uncontrolled |

NOTES

1. This text is taken from Proficiency English Book I by W.S. Fowler, Supervisor/Lecturer at the British Institute, Barcelona, Spain and author of First Certificate English, Dictionary of Idioms, etc.
2. The teacher, for his part frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues ... (L.22): The teacher, who often has to explain what can't be explained, may resort to quoting well-known sayings to other teachers ...
3. "You can lead a horse to water but you can't make him drink" (L.24): Good suggestions can be made but people can't be forced to do what they don't want to. Here it is quoted to mean that a teacher can make some good suggestions to his

students but he can't force correct understanding and usage on them.

4. "It ain't what you say. It's the way that you say it."

(L.25): The important thing is not what you say but the way that you say it. Much the same thing can be said in a variety of grammatically correct sentences, but some may be more appropriate than others in certain situations in terms of politeness, formality, etc. It may be quoted here as a piece of advice the teacher gives to his students at the advanced level.

5. And if the path you choose is too overgrown to make further progress (L.59): It would be more grammatically acceptable to say "...is too overgrown for further progress "or" ... is too overgrown for your students to make further progress."

COMPREHENSION QUESTIONS

1. What's the trouble with many advanced students of English?
2. What's the trouble with the teacher?
3. Why can beginners make obvious progress?
4. Why do advanced students find it more difficult to make further progress?
5. Does the author think the suggestion practicable that students should spend a few years in an English-speaking country? Why or why not?
6. What does the author think about wide reading?
7. Which of the following do you think the author would most likely recommend to advanced students of English? Give your reasons.
 - a. Hamlet by Shakespeare
 - b. David Copperfield by Charles Dickens
 - c. For Whom the Bell Tolls by Ernest Hemingway
 - d. The latest issue of Reader's Digest
8. What's the author's advice to teachers of English?

TOPICS FOR DISCUSSION

1. What are the main difficulties you have encountered in learning English at this stage?
2. What is your advice to your classmates as to the learning of English at this stage?
3. What are your suggestions to your teacher concerning the teaching of English at this stage?

PARAGRAPH ANALYSIS: IDENTIFYING PARAGRAPH TOPICS

Every well-written paragraph has a topic. The topic tells what the entire paragraph is about. The topic can be a complete sentence or just a phrase. It can be long or short. The important thing is that the topic should include the principal points of the entire paragraph.

Now put a check (✓) next to the phrase you think is the best choice for the topic of each paragraph of the text.

Paragraph 1

- a. The Seemingly Greater Difficulty in Learning English as Students Move to More Advanced Levels
- b. The Reasons Why Learning English Becomes Increasingly Difficult
- c. A Process Which Ought to Become Simpler

Paragraph 2

- a. The Importance of Putting Everything One Is Taught into Practice
- b. A Bewildering Variety of Idioms, clichés and Accepted Phrases
- c. The Teacher's Frustration at Finding His Students Making Slower Progress

Paragraph 3

- a. The Relationship between the Teacher and the Students