



高等专科学校
试用教材

新英语教程·精读

NEW COLLEGE ENGLISH
INTENSIVE READING
STUDENT'S BOOK

(第二册)

上海科学技术出版社

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New College English Intensive Reading Student's Book

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《新英语教程》精读(第二册)

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序

教材是任何一所学校中教师与学生接触时间最长的教授、学习和交流的媒体,它不但在校内教学过程中起到至关重要的作用,往往还伴随着学习者毕生的学习、工作和生活。

上海市高等专科学校是随着经济建设的发展而成长起来,并成为上海市高等教育体系中的重要组成部分,形成了一个具有专科教育特色的层次。近几年来,上海市高等专科学校积极参加了国家教委组织的专业教学改革试点,在办出专科特色,提高教育质量上进行了认真的探索和实践。如今,以他们的专业改革试点的成果,积极推进高等专科的教材建设,是一件很有意义的工作。特别是建设系列教材的考虑,是一项很有远见的决策。

教材的主要使用者是学生,因此编写教材应注意下列三个方面:第一,一本好教材应该根据学习对象和该类学科的发展,尽可能地把最新的内容合理地安排其中。第二,作为教材,其内容编排的顺序、深浅等方面,应该符合人的认知规律,以利于学习。特别对高等专科教材来说还更应该突出联系发展的实际,注重技能技巧和应用能力的培养。第三,教材作为教学的媒体,它应该能起到教书育人的作用,促进学生素质的培养和训练。

这次第一批六门课程:数学、物理、化学、英语、计算机和金工系列教材的编写作了初步的尝试,它凝聚了编写人员的辛劳和心血。

目前,全国高校正在实施面向 21 世纪教学内容和课程体系改革的建设计划。高等专科系列教材的出版也是上海高等专科学校的一件大事,它不仅仅局限于目前的六门教材,还有待于更深入的改革和发展。我们期望上海高等专科的教学内容和课程体系改革取得更大的成绩,将以更新、更好的教材奉献于即将来临的 21 世纪,为我国的社会主义建设增添光辉。

张伟江

1995 年 12 月

BAE 31/12

前 言

《新英语教程》是一套供高等专科学校使用的英语教材。本教材的编写以国家教委颁发的《普通高等专科学校英语课程教学基本要求》为依据。在上海市教委的组织和领导下,由上海市各高等专科学校联合组成上海高等专科学校《新英语教程》编写组,进行编写工作。根据大纲规定:普通高等专科学校英语课程的教学目的是“培养学生掌握必需的、实用的英语语言知识和语言技能,具有阅读和翻译与专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下一定的基础。”根据基本要求,高等专科学校英语课程分为基础阶段和专业阅读阶段。本教材供基础阶段英语教学使用。

英语教学近年来已进入一个崭新的阶段,为了适应时代发展的要求,抓住时代的信息,在编写《新英语教程》过程中,我们较多地采用了国外英语教学中的新型构思,努力培养学生实际运用语言知识和语言的技能,注重发展学生的英语交际能力,对我国英语教学中长期以来采纳的传统方式作了必要的取舍。

《新英语教程》分为精读、泛读和听说教程三大部分,它们之间既互有关联,又各自成体。精读选材生动,内容丰富,题材新颖,充分体现精讲多练;泛读涉及面广,强调信息量和阅读的欣赏,选用连载的名著改写本,以倡导愉快的学习方法;听说教程立意新,特别是在注重基础技能训练的同时,重视交际功能的体现。此外,还配有词汇结构练习册,以供学生课内外使用。本教材共分四册,分四个学期教完。

全套书总主编为蒋秉章。精读教程第二册主编为卫雪娟,参加编写人员(按姓氏笔划为序)有:卫雪娟、王铮、孙世范、李卫东、吴志福、陈雪翎、宋继平、姜荷梅、张益明、赵维莉、夏美琴、倪修璟、蒋秉章、黎云。

本教材承华东工业大学卢思源教授、上海外国语大学何兆熊教授、交通大学张彦斌教授、上海大学徐钟教授审阅定稿。在此谨表谢意。

《新英语教程》试用的目的是为了听取各位专家、同仁,各位教师和学生的意见,以求使该教材不断完善和充实,我们恳切希望广大读者提出宝贵的意见。

编 者

1996 年于上海

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W¹ ONE

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Reading Aloud

More often than not the family live in a London suburb in a semi-detached, two-storey house with a garage and a small garden, not to mention a small front lawn. They have various friends and relatives who ring up, drop in or write from time to time, and the English learner gets glimpses of everyday life in a normal, typical, British family.

■ ■ □ □ □ □ □

Reading Practice

I. Text

Family Life

What is a typical British family like? Does it inevitably appear as we learn from textbooks? The following passage may provide us with some more information.

In many textbooks from which a student hopes to learn English, there is a family. They are called the Smiths or the Greens or the Joneses. The family is made up of a mother and a father, two children of school age, sometimes a third, late, child, and a dog and a cat. The father is 'something in the City', that is, he works in an office, often in a bank. The wife runs the home and plays a part in local women's organizations by serving on a committee to raise funds for war victims say, or by doing voluntary work in a charity shop.

More often than not the family live in a London suburb in a semi-detached, two-storey house with a garage and a small garden, not to mention a small front lawn. They have various friends and relatives who ring up, drop in or write from time to time, and the English learner gets glimpses of everyday life in a normal, typical, British family.

This is one picture, and the learner may wonder a little suspiciously how true it really is. Too good to be true, in fact? Yes and no. The average British 'nuclear' family—as the sociologists call it—consists of two parents who work and two children at school. From there on the only thing that is average is not the family but their routine. The morning scramble for the bathroom, the staggered breakfasts, the long queues of private cars, and overcrowded public transport are well known. As are midday meals out or sandwiches, rush-hour

traffic home at night, Saturday shopping and some kind of relaxation on Sunday.

Apart from this the husband is by no means always a City-man, pets are not confined to cats and dogs, and the wife often works full time. Again, in some families the children are away at boarding schools, and none of this takes account of problem or deprived families with unemployment and children who stay away from school.

Certainly in a world where everything is changing faster than at any time before, the modern British family is smaller than in Shakespeare's time, and, more recently, than in Victorian times. Shakespeare in fact was one of eight children who surprisingly for the time were all live births. Also certain today is the fact that many Britain-bound students who have absorbed one or two of the books above are coming — because or in spite of their textbook families — to a real live family to sample the real thing.

What they probably wonder is: "Does the British family have rows? Are there jealousies? What are the fears and hopes? Are they basically the same as ours?"

Surely there would be something odd about human nature if they weren't. The differences between countries are not so much in the large things — for these are the fundamentals — but in the small details that staple life together. Things such as food, home design — even a tiny item like the shape of a letter box or a street pillar box — heating, and inevitably the climate: 'Oh, your British weather!'

The simple answer must be that within its own patterns family life in Britain varies according to the accident of birth, income, social group and area, much as it does anywhere. No two observers will necessarily have the same picture of it.

The final answer is the simplest one of all. Forget about textbook families and come and see for yourself.

New Words and Expressions

- | | |
|--------------------------------------|--|
| 1. committee /kə'miti/ n. | a group of people chosen to do a particular job or for special duties 委员会 |
| 2. organisation /ˌɔ:ɡənai'zeɪʃən/ n. | a group of people with a special purpose such as a club or business 机构; 组织 |
| 3. fund /fʌnd/ n. | (often pl.) sum of money available for a purpose 基金; 专款 |
| △4. voluntary /'vɒləntəri/ a. | doing or ready to do sth. willingly 自愿的 |

△ 者为超出《普通高等专科学校英语课程教学基本要求》的词汇, 后面各课均同, 不再另注。

△5. charity /'tʃærɪti/ n.	(kindness in giving) help to the poor 慈善
6. suburb /'sʌbə:b/ n.	outlying district of a town or city 市 郊; 郊区
7. semi-detached /'semɪdɪ'tætʃt/ a.	(of a house) joined to another on one side only (by one wall in common) (指 房屋) 一侧与他屋相连的
8. garage /gə'reɪdʒ/ /'gærə:dʒ/ n.	building where motorcars are stored or repaired 车库; 汽车修理厂
9. mention /'menʃən/ v.	1. to speak or write (sth.) about 说到; 写到 2. to refer to 提及
10. relative /'relatɪv/ n.	person to whom one is related 亲戚; 亲属
a.	referring to 关于...的; 与.....有关的
11. glimpse /glɪmps/ n.	quick, imperfect view (of sth. or sb.) 对...有大致了解, 一瞥
v.	to catch a glimpse of 瞥见
12. typical /'tɪpɪkl/ a.	1. combining and showing the main signs of a particular kind, class, group 典型的; 有代表性的 2. showing the usual manner or be- haviour 独特的; 特有的
13. suspiciously /səs'pɪʃəsli/ adv.	怀疑地
14. sociologist /səʊsi'ɒlədʒɪst/ n.	社会学家
15. consist /kən'sɪst/ vi.	to be made up 组成
△16. routine /ru:'ti:n/ n.	fixed and regular way of doing (sth.) 常规; 例行公事
a.	usual; ordinary 通常的; 普通的
△17. scramble /'skræmbl/ n.	an eager and disorderly struggle; com- petition 争抢
v.	to struggle (to get sth. from competitors) 争夺
18. staggered /'stæɡəd/ a.	时间错开的
19. queue /kju:/ n.	line of people waiting for their turn 长列
v.	to form a line 使排(成)队
20. private /'praɪvɪt/ a.	personal; one's own 私人的; 私有的
21. transport /'træns'pɔ:t/ n.	运输工具; 交通车辆
/træns'pɔ:t/ v.	运送

22. relaxation /ˈri:læk'seɪʃən/ n. 1. recreation 消遣; 娱乐
23. pet /pet/ n. 2. the state of being relaxed 放松; 松弛
an animal kept as a companion, treated with care (eg. a cat or a dog) 宠物 (如猫、狗)
24. confine /kən'faɪn/ vt. to restrict; limit 限制; 使局限
25. boarding school /ˈbɔːdɪŋ skuːl/ n. one at which pupils receive board and lodging as well as lessons 寄宿学校
26. account /ə'kaʊnt/ n. consideration 考虑
- △27. deprived /dɪ'praɪvd/ a. poor and uneducated
28. unemployment /ˌʌnɪm'plɔɪmənt/ n. the state of being out of work 失业
29. bound /baʊnd/ a. going in the direction of
30. sample /'sɑːmpl/ v. to get to know about by experience 体验
n. 样本; 样品
31. jealousy /'dʒeləsi/ n. 嫉妒
32. basically /'beɪsɪkli/ ad. 基本上
33. odd /ɒd/ a. strange
34. fundamental /'fʌndəmentl/ n. (usu. pl) essential part; rule or principle 必不可少的部分; 基本规则; 基本原理
a. of or forming foundation 基本的; 基础的
- △35. staple /steɪpl/ v. to fasten with staples
n. 订书钉
36. item /aɪtəm/ n. a single thing among a set 条, 项
- △37. pillar /'pɪlə/ n. upright column 柱子
38. inevitably /ɪn'evɪtəbli/ ad. 不可避免地
39. pattern /'pætən/ n. regular form or order 模式
40. vary /'veəri/ vi. to be different 有不同; 变化

* * * * *

be made up of	由...组成
more often than not	多半
not to mention	更不用说
drop in	顺便走访
get a glimpse of	瞥见
consist of	由...组成
scramble for	争夺; 争抢
apart from	除...以外
by no means	决不
take account of	考虑到

Notes to the Text

1. the Smiths or the Greens or the Joneses: These are common English family names. Here they mean any common families.
2. nuclear family: a family that consists of parents and their child(ren).
 cf. extended family: a family that consist of other members.
 (grandparents, uncles, aunts, cousins,)
 etc. apart from the parents and their child(ren)
3. Shakespeare: William (1564-1616), the greatest English poet and playwright. His greatest period was between 1600 and 1607, during which he produced the comedies "As You Like It" and "Twelfth Night", the tragedies "Hamlet", "Othello", "King Lear", and "Macbeth" as well as "Antony and Cleopatra" and at least 4 other plays. The "Sonnets" dated from 1609.
4. Victorian times: the period of the reign of Queen Victoria of England from 1837 to 1901.

II. Reading Comprehension

1. Text Comprehension:

- (1) Whom is the family usually made up of in many textbooks?
- (2) What does the phrase 'something in the City' mean?
- (3) What does the mother in our textbooks usually do?
- (4) Where does the family often live?
- (5) What does the nuclear family usually do in a day?
- (6) Besides cats and dogs, what other animals can be raised as pets?
- (7) What is the difference between modern families and those in Shakespeare's time?
- (8) What are the differences between families in different countries?

2. Finding Details:

Fill in the following table with the information in the text.

	Textbook Family	Real Family
Members	(1)	(6)
Pets	(2)	(7)
Husband	(3)	(8)
Wife	(4)	(9)
Children	(5)	(10)

III. Reading Skill

(I) Predict While Reading

When reading unfamiliar material, we often predict what the next sentence(s) will say from what we have read so far. For example, if the first sentence in a paragraph says this:

John hated school when he was a child....

the next sentence will probably be one of the two things, either some reason (s) why John hated school or information about some event that changes his attitude. The paragraph might be like this:

John hated school when he was a child. The teachers were always criticizing the way he spoke, and other children used to laugh at his clothes, which were too big for him and often had holes in them....

Another possibility would be:

John hated school when he was a child. However, his first science class with Mr Smith was different...

How do we predict like this? Obviously it is largely to do with our knowledge of the world. Besides, we can use our ability to recognize those logical connectors we have learned in Book I such as though, besides and however.

(II) Exercise

Directions: 1. Read the following sentences.

2. Remember they are the first few sentences of a paragraph.

3. Predict while reading.

4. Choose the best answer for each of the questions.

Brazil and Mexico each have advantages and disadvantages as places to visit for a vacation. Brazil has good roads in most areas, and rail and air links between most major cities. However,

1) What would you predict the next sentence to be about?

- A. Something about Mexico
- B. Something positive about Brazil
- C. Something problematic about Brazil

2) What is the topic of those sentences?

- A. Good and bad aspects of Brazil and Mexico for the tourist
- B. Vacations in Brazil and Mexico
- C. Places to visit in Brazil and Mexico for a vacation

3) The second sentence talks about _____.

- A. some good points concerning Brazil
- B. some traffic conditions in Brazil
- C. some advanced road systems in Brazil

4) If the writer was going to add another positive thing about Brazil, he would have used _____ in place of However.

A. For example B. Furthermore C. Therefore

— ■ ■ ■ □ □ □ □ —

Vocabulary

I. Try to figure out the meaning of the underlined words in the following sentences:

1. account

- (1) Would you please give me a full account of the matter?
- (2) We've never failed to keep a complete account of every penny we've spent.
- (3) I've opened an account at my bank in your name.
- (4) He couldn't account for his absence from school.
- (5) Direct taxes account for 40% of the total tax revenue.

2. relative

- (1) One of my relatives is coming for dinner.
- (2) East is a relative term; for example, Wuhan is to the east of Chongqing, but to the west of Shanghai.
- (3) You may weigh the relative advantage of buying a house and renting an apartment.
- (4) He's had experience in electronics and other relative fields.
- (5) Relative to school athletics, the students should not allow it to interfere with homework.

3. row

- (1) We were seated in the first row.
- (2) The students are standing in a row in front of the library.
- (3) He asked me to go for a row with him.
- (4) Do you like rowing?
- (5) How can I study with all this row going on outside my windows.

4. transport

- (1) A bus transported us from the airport to the hotel.
- (2) The transport of goods by air usually costs a lot.
- (3) I'd like to go but I've no transport.
- (4) Shanghai's public transport system is far better than before.
- (5) With the cargo loaded, the transport took off.

5. bound

- (1) I believe you're bound to succeed in the near future.
- (2) He is one of my best friends and I feel bound to stand by him.

(3) I'm in duty bound to tell you the truth.

(4) This is quite beyond the bound of my knowledge.

(5) The ball bounded from the wall.

II. Fill in the blanks with the words or phrases chosen from the list, and change the forms where necessary.

climate	glimpse	recreation	vary
fundamental	garage	fund	queue
much as	unemployment	not to mention	suburbs
nuclear	traffic	sample	
more often than not			

1. As more and more businesses are moving out of the city, even the _____ have become too crowded.
2. He works as a mechanic at a _____.
3. We really had a terrible holiday. The rain was unpleasant, _____ the cold.
4. I caught a _____ of his face as he ran past.
5. New energy sources are being developed, such as solar and _____ energy.
6. Sam joined the _____ of people waiting for the bus.
7. The policeman stands at the crossroads to regulate the _____.
8. A _____ ground is a place where people play games, etc.
9. Social problems such as inflation and _____ always trouble many governments in the world.
10. Many firms give away small quantities of their products as _____ so that people can try them before buying.
11. _____ she hated the idea, she accepted it.
12. Prices _____ with the season.
13. If you are going to take up the job, you need to know the _____ of accounting.
14. When it is foggy, the trains are late _____.
15. Northern Australia has a tropical _____.
16. The company's losses are being repaid out of government _____.

III. Fill in the blanks with proper prepositions or adverbs.

1. Water consists _____ hydrogen and oxygen.
2. I scrambled up the rock _____ a better look at the sea.
3. If you are ever in our hometown, be sure to drop _____ on us.