英 语

第 三 册

（高等学校理科二年级第一学期用）

陈建耕主编

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序　言

一、本书由华东师范大学、复旦大学、上海师范学院三校合作编写。

二、本书衔接高等学校理科英语第二册，供二年级第一学期使用，共 51 学时学完。

三、本书选材着重考虑语言因素，偏重于一般性文章（包括文艺、传记、政论等），以利进行语言的基础训练，因此大部分课文选自外国书刊。所选原文基本上未经改动，文中某些提法不尽妥善，望各校教师在使用过程中适当处理。

四、本书包括精读课文八篇，约 30,400 印刷符号，单词 306 个；独立阅读课文六篇，每课安排课内辅导时数约 1 学时，教师可按学生实际情况，灵活安排。

五、本书附有补充课文八篇，供同学课外阅读之用，词汇和短语可在总词汇表中查到。

六、本书每课精读课文后安排一个或两个语法内容，书后并附简明语法复习大纲。

七、为了帮助学生预习课文，对课文中新出现的或较难的语言现象，适当进行注释，难句并附汉译。

八、本书课文练习以消化课文内容，突出阅读训练为主；语法练习偏重句法功用的分析。教师可按学生实际情况，适当增删。

九、为了便于学生进行较广泛的课外阅读，书后附有常用短语表，收录短语 1,000 多个，以供查阅。

十、本书承陆殿扬、张祖培、缪廷辅、吴遐龄四位同志审校，谨在此表示衷心的感谢。

十一、由于编选时间匆促，编者业务水平和教学经验有限，本书一定存在许多缺点和错误，請使用本书的同志提出宝贵的意见，以便修改和提高。来信請寄上海市华东师范大学外语系。

編　者
1964年5月

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LESSON ONE

How Do Scientists Discover New Truths?

Not long ago, a scientist was being honoured for making a great discovery. At the dinner which marked the occasion, the toastmaster said: "I am about to introduce our honoured guest, a man who has added to human knowledge and brought benefits to mankind. Yet — we can be sure that even if he had not lived, his great discovery would have been made just the same."

The audience was surprised at this introduction. Some people were embarrassed. The speaker continued:

"The law of gravity would have been discovered by some one, if Newton had not done so. Perhaps the world would have had to wait a longer time for some of the truths of science. Eventually, the scientific method would have led to them.

"Some of you may think that I am not giving enough credit to our honoured guest. That is not so. He deserves credit for having mastered the scientific knowledge of the great men that lived before him. Also, he deserves credit for having learned to use the scientific method.

"He began with a problem. Here was a mystery of nature. He decided to investigate the mystery. It was not easy. He spent years in observation, in reading, in talking to his colleagues. He performed hundreds of

experiments. Many of them failed, but he did not give up. He became clever in arranging things in the laboratory so that answers would be given to his questions. Bit by bit, he put ideas together. Then suddenly, one day, a thought struck him. It seemed almost like an accident. Why had he not thought of it before?

"Yes, that is how most ideas in science are arrived at. Often the same discoveries are made independently by different men in different parts of the world. That is not surprising. Since scientists base their work on the same body of truth known to all, and then employ the same method, why should not more than one man make the same new discovery?

"Many scientists say modestly that an accident brought them success. Yet, is it not strange that these lucky accidents happen only to the men who know science and the method of experiment? No, it is not luck at all!

"Our guest tonight is being honoured for skilful use of the scientific method in making nature give up another secret. To do this, he had to make many accurate observations and to carry out many careful experiments. He made use of the ideas of other men and discussed his problem with them. Always, he examined all the facts before arriving at conclusions. For all of this, we honour him tonight as one who can take his rightful place among such scientists as Newton, Darwin, Pasteur, Faraday, Galvani, Koch, and Einstein."

New Words

honour	['ɔnə]	v.t.	给予荣誉,尊敬
dinner	['dinə]	n.	宴会;正餐;午餐
mark	[mɑ:k]	v.t.	标誌
occasion	[ə'keiʒən]	n.	场合,时间
toastmaster	['toustmɑ:stə]	n.	宴会上的主人
guest	[gest]	n.	客人
audience	['ɔ:djəns]	n.	听众;观众
surprise	[sə'praiz]	v.t.	使惊奇
introduction	[intrə'dʌkʃən]	n.	介绍
embarrass	[im'bærəs]	v.t.	使窘,使为难
credit	['kredit]	n.	荣誉,功劳
deserve	[di'zə:v]	v.t.	应得
investigate	[in'vestigeit]	v.t.	探索,研究
colleague	['kɔli:g]	n.	同行、同事
perform	[pə'fɔ:m]	v.t.	做,操作
clever	['klevə]	a.	能干的,聪明的
strike	[straik]	v.t.	使想起,打击
accident	['æksidənt]	n.	偶然事件; 意外事件
base	[beis]	v.t.	基,据
employ	[im'plɔi]	v.t.	使用,采用
lucky	['lʌki]	a.	侥幸的
luck	[lʌk]	n.	侥幸,幸运
rightful	['raitful]	a.	应得的,合法的

Irregular Verbs

Present	Past	Past Participle	Present Participle	
strike	struck	struck	striking	使想起,打击

Expressions and Phrases

1. to be about to 正要,刚要
2. to add to 增加
3. just the same 仍然,完全一样
4. to be surprised at... 对...感到惊奇
5. to give credit to 承认...功劳,归功于...
6. bit by bit 点滴地
7. to arrive at (an idea, a conclusion) 得出(想法,结论)
8. to base...on... 基...于...之上
9. to make use of 利用,使用
10. to take one's place 占有...地位

Notes

1. Isaac Newton ['aizək 'nju:tn] (1642—1727) 牛顿,伟大的英国物理学家. 建立牛顿运动定律, 发现万有引力定律.

2. The law of gravity would have been discovered by some one, if Newton **had not done so**.
   句中 had not done so 即 had not discovered it (the law of gravity), 这里 do 是代动词, 用来代替前面已提过的动词 discover 以避免重复.

3. He deserves credit for **having mastered** the scientific knowledge of the great men that lived before him.

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译作：因为他掌握了前辈伟大人物的科学知识，他应该享得荣誉.

句中 having mastered 是动名词 mastering 的完成形式，因为这里动名词所表示的行为是在谓语动词所表示的行为之前发生，所以用完成形式. 下句中的 having learned 是动名词 learning 的完成形式.

4. ... a thought struck him.

译作：他忽然产生一个念头.

5. Our guest tonight is being honoured for skilful use of the scientific method in making nature **give up** another secret.

句中 give up 作"泄露"，"交出"解，与本课前面的 Many of them (experiments) failed, but he did not give up 句中的 give up（作"放弃"，"中止"解）意义不同.

6. Charles Robert Darwin [tʃɑ:lz 'rɔbət 'dɑ:win] (1809—1882) 达尔文，英国伟大的博物学家，进化论的奠基人.

7. Louis Pasteur ['lu(:)i pæs'tə:] (1822—1895) 巴斯德，法国生物学家和化学家，近代微生物学奠基人之一.

8. Luigi Galvani [lu'i:dʒi gæl'vɑ:ni] (1737—1798) 盖尔伐尼，意大利著名物理学家，流电学发现者.

9. Robert Koch ['rɔbət 'kɔx] (1843—1910) 柯赫，德国细菌学家. 首先发现炭疽杆菌、结核杆菌及霍乱弧菌.
国际音标 [x] 的读音与汉语的 h 音相近，但发 [x] 音时，舌头的位置还要向后移一些.

10. Albert Einstein ['ælbət 'ainstain] (1879—1955) 爱因斯坦，伟大的物理学家，生于德国，1933 年受希特勒法西斯的迫害，迁居美国. 他是相对论的创立者.

Grammar

虚拟語气 The Subjunctive Mood

虚拟语气是英语动词形式之一，英语虚拟语气动词的形式与陈述语气不同，它的用法也很多．现在将虚拟语气的一些基本用法，简述如下：

1. 虚拟语气在条件句中的用法

A. 用在非真实条件句中

非真实条件句与真实条件句的意义和形式都不同，真实条件句表示假设的情况与事实相符，往往是可以实现的，句中的条件从句和主句的谓语动词都用陈述语气．例如：

> If he **tries** again, he will succeed.
>
> 如果他再试一下，即将成功．
>
> If the air in the clouds **gets** cold, water vapour **condenses**.
>
> 如果云中的空气变冷，水蒸汽就会凝结．

非真实条件句表示假设的情况与事实相反，或者是不可能实现的．这种句子的从句常以表示条件的从属连接词 if, unless, supposing 等引导，构成一种非真实的条件，主句说明的结果也是不能实现的，因此句子中的条件从句和主句的谓语动词，都要用虚拟语气．

（1）如果非真实条件句表示的是现在时或一般情况，if 引导的条件从句中的谓语动词就要用虚拟语气的现在时（相当于陈述语气过去时的动词形式），而主句中的谓语动词要用 "should, would ＋ 动词原形"．should 一般用于第一人称，would 用于第二、三人称，可列表如下：

动詞形式 时态	条 件 从 句 中 的 形 式			主 句 中 的 形 式
现 在 时	动詞 to be	动詞 to have	动詞 to do	should would ＋动詞原形
	were	had	did	

例如：

> If I **were** you, I **should try** the other way.

假使我是你,就会试另一方法.

> If they **had** time, they **would come** to see us.

假使他们有空,就会来看我们的.

> If you **studied** hard, you **would know** your subjects better.

假使你努力学习,就会把你的科目学得好些.

（2）如果非真实条件句表示的是过去情况，if 引导的条件从句中的谓语动词，就要用虚拟语气的过去时(相当于陈述语气过去完成时的形式)，而主句中的谓语动词要用 "should, would ＋ have ＋ 主要动词的过去分词"，可列表如下：

动詞形式 时态	条 件 从 句 中 的 形 式			主 句 中 的 形 式
过去时	动詞 to be	动詞 to have	动詞 to do	should would ＋have＋ 主要动詞的过去分詞
	had been	had had	had done	

例如：

> If I **had been** you, I **should have tried**

the other way.

那时假使我是你，早就试了另一方法.

If they **had had** time yesterday, they
would have come to see us.

假使昨天他们有空，是会来看我们的.

If you **had studied** hard last term, you
would have known your subjects better.

上学期假使你努力学习， 就会把你的科目学
得好些了.

以 if 引导的条件从句中，如有 were, had, 当 if
省略时，就要用倒装词序. 例如：

Were he not busy, he **would help** me.

假使他不忙，就会帮助我的.

Had I time, I **should do** it for you.

假使我有空，就会替你做这件事.

Had he **come** here yesterday, I **should
have told** him the news.

昨天他假使来了，我就会把消息告诉他了.

（3）如果非真实条件句表示的是将来情况，if 引
导的条件从句中的谓语动词一般用同于虚拟语气动词
现在时的形式， 或用 "were to ＋ 动词原形" 形式，可
列表如下：

动词时态\形式	条件从句中的形式			主句中的形式
将来时	动词 to be	动词 to have	动词 to do	should would ＋动词原形
	1. 与虚拟语气的现在时同 2. were to ＋动词原形			

例如:

If I **saw** him tomorrow, I **should ask** him about it.

假使我明天看到他,就要向他打听这件事.

If he **were to tell** you the news, you **would** certainly **be** much suprised.

假使他把消息告诉你,你会非常惊奇.

（4）有时非真实条件句中的条件从句是指过去 时 而主句表示的结果是指现在时或将来时, 这时动词的形式要根据表示的时间来决定. 例如:

If you **had worked** harder last year, you **would know** English better now.

假使你去年更努力一些, 现在你的英语会更好一些.

If he **had spoken** to me, I **should know** what to do now.

假使他对我说过,我现在就知道如何做.

B. 用在可疑条件句中

可疑条件句表示对假设的情况是否能成 为 事 实 有 怀疑, 这种假设情况实现的可能性不很大, 但也并非完全不可能实现, 它相当于汉语的"如果", "万一", "一旦"的意义.

这种条件句一般可以从属连接词 if 引导, 条件从句中的谓语动词通常用 "should ＋ 动词原形"或省去 should, 用动词原形, should 用于一切人称和数. 主句的谓语动词要用 "should, would ＋ 动词原形". should 一般用于第一人称, would 用于第二、三人称, 可列表如下:

条件从句中的动词形式	主句中的动词形式
1. should ＋动词原形 2. 动词原形	should would ＋ 动词原形

例如:

    If he **should come,** we **should discuss** the ma ter with him.

    如果他今天来的话,我们就和他讨论这件事.

    If you **should be** more careful, you **would make** fewer mistakes.

    如果你小心一点,错误就会少些.

在这种条件句中, if 也可省略, 当 if 省略时, 要把 should 放在主语前面, 成为倒装词序. 例如:

    Should I see him, I **should tell** him the news.

    如果我看见他,就要告诉他这个消息.

    Should he **be** here, he **would help** me.

    如果他在这里,会帮助我.

[注] 有时在非真实条件句的主句或从句中,在可疑条件句的主句中,根据意义上的需要,谓语动词也可用情态动词 should, would, could, might ＋ 动词原形, 这时 should 表示 "应该", would 表示 "决意" "愿意" 的意思; could 和 might 表示 "可能" 或 "许可" 的意思. 情态动词没有人称和数的区别. 例如:

If you knew the formula, **you should let** me have it.

假使你知道这公式,就应该让我得到它. (非真实条件句,现在时或将来时)

If he were ready, he **might go** with us.

假使他准备好了,他可以和我们一起去. (非真实条件句现在时或将来时)

If I had known the formula, I **would have** gladly **let** you