

优等生跨世纪丛书

林崇德 总主编

高中英语

(上册)

刘润清 孔蕴华 主编



中国书籍出版社

The background of the cover is a scenic landscape. In the foreground, there is a vast field of small, light-colored flowers, possibly tulips, stretching towards the horizon. In the background, there are rolling mountains under a clear, bright sky. The overall color palette is warm and natural, with greens, yellows, and browns.

高中英语

(上册)

刘润清 孔蕴华 /主 编
陈亚平 /编 著

杜爱军 张杰栋 /插 图

中国书籍出版社

优等生跨世纪丛书

高中英语

(上)

主编	刘润清	孔蕴华
编者	陈亚平	
插图	杜爱军	张杰栋

丛书编委会

- 刘国正 人民教育出版社原副总编辑、编审
全国中学语文教学研究会理事长
国家教委中小学教材审定委员会审定委员
- 刘知新 北京师范大学化学系教授
中国教育学会化学教学研究会理事长
国家教委中小学教材审定委员会审查委员
- 刘润清 北京外国语大学语言研究所所长、教授
中国英语教育研究会秘书长
- 吴文虎 清华大学计算机科学与技术系教授
中国计算机学会普及委员会主任
国际信息学奥林匹克中国队总教练
- 陈章良 北京大学副校长、教授、博士生导师
- 林崇德 北京师范大学儿童心理研究所所长、教授、博士生导师
- 尔孝达 人民教育出版社编审
中国教育学会数学教育研究发展中心董事长
国家教委中小学教材审定委员会审定委员
- 阎立钦 中央教育科学研究所副所长、教授
全国语文教学法研究会理事长
- 阎金铨 北京师范大学教育科学研究所所长、教授
中国教育学会物理教学研究会理事长
国家教委中小学教材审定委员会审定委员
- 董 奇 北京师范大学儿童心理研究所副所长、教授、博士生导师

前 言

《中小学英语》是《优等生跨世纪丛书》的重要组成部分，本书共三卷：小学卷、初中卷(上下册)和高中卷(上下册)。

从现在到 21 世纪二三十年代，全世界将进入高科技时代，信息爆炸时代；中国将处于全面走向世界的飞速发展时期。在这三四十年中，国际生活中的突出特征是尖端科技的发展和信息交流的增加。在一定程度上，谁摄取的信息多、快、准，谁就有希望跃居高科技的前列。而获取信息的重要途径之一，就是掌握一门或多门外国语言。其中，英语是最通用的国际语言。据悉，世界有百分之七十五的出版物是用英语撰写的，音像制品中、各类国际会议中的语言媒介同样是英语最为流行。可以这样讲，在今后的三四十年内要想成为世界一流科技人才或有出息的研究者，没有足够的英语是不可能的。

我们感到，现行的各种中小学英语教材虽然发挥过重要作用，但是，随着中国改革开放的不断深入，会逐渐不再能满足时代的需要。其原因可能有二。第一，大部分教材过于强调语法知识的教授；第二，课文中的故事比例太大。目前的语言学理论恰恰不太支持这两种做法。一方面，不少研究者认为，语言教学中要充分发挥学习者的创造性(其分析、推理、综合能力)，以达到语法规则在学习者头脑中的内化目的。

教授语言要更多地教授语言本身(即语言的运用),而不是一大堆“有关语言的知识”(即语法)。另一方面,语言是文化的载体,是人类智慧的表达形式。从根本上说,好的语言来自于严密的思维和精辟的见地。背景知识在很大程度上决定着对语言的理解和吸收。所以,为语言而教语言的教学大纲是干瘪的,不能在智力发展上满足学习者;只有以文化为主体的教学程式才有血有肉,趣味横生,而且旷日持久,才能激发学习者的求知欲望,才能以文化修养带动语言技能的掌握;以智慧的增长诱发语言水平的提高。因此,本套《英语》的最大特点是:不以语法为主,而以语言运用为主,不以“猫叫狗跳”的故事为主,而以百科知识为主;不是为教语言而教语言,而是始终贯穿着思维模式的培养;它面向中小学的优等生,使他们的语言学能(Language aptitude)早日得以开发;面向将来从事理工科学习的学生,使他们早日能用外语吸取专业知识。

本书三卷是一个循序渐进的整体,但又有明确的分工。小学卷是打好语言基础,围绕儿童的心理活动和生活经历,教授最有用的日常话语;语言简单、地道,生动、活泼。初中卷以培养思维能力和小百科知识为主;故事中求智慧不求喧闹,知识求准不求全,语言求正规不求繁琐;置一切于儿童心智发展的特点之中。高中卷是一部英语小百科全书,天文地理,古今中外,一切知识皆为现代文化人之必备;知识加深,语言准确,但不是扳起面孔的说教,而是深入浅出、生动具体的开导,使学生感到科学就在他身边,哲理就在他周围——一切习以为常的现象,背后都有一番值得终生探讨的道理。语言以工具和媒介的角色潜于全书。

虽然本书是为中小学优等生编写的,但对成人学习者也

是不易多得的阅读教材。即使是在自己的专业上有所造诣的学习者,读读高中卷也不会感到像嚼粉笔一样乏味。

这样编写英语教科书,还是一种大胆尝试。设想是否站得住脚,选材和排序是否合理,语言难易的定位是否偏高,还希望同行志士不吝赐教。

刘润清 孔蕴华

1996年12月于北京外国语大学

高中卷使用说明

高中卷的宗旨在于开阔学生的视野,培养学生的思维能力。本书共40个单元,160篇课文,内容新颖、丰富、妙趣横生,重点在于介绍东西方文化、科学、技术、经济、法律、宗教等,上至天文,下及地理,从古代神话到现代奥秘,从人体结构到宇宙太空,文理百科,无所不包,不啻为一部小百科全书。此外,各单元大都配有与课文内容相关的警句、名言或幽默故事,从而进一步增强了可读性和趣味性。

鉴于中学英语课本对英语语法知识已作系统教授,此书不再重复,而是在阅读中体现语法。语言从易到难循序渐近,还配译了中文对照课文以帮助学生对课文的理解。思考练习不局限于考查对课文内容或语法的一般理解,而主要是引导学生独立思考、融会贯通、大胆想象,并将书本知识与实践相结合。总之,通过阅读本书,学生不仅能够提高在实践中运用语言的能力,而且可望大大改善知识结构,做到在学习语言中丰富知识、在充实知识中掌握语言,取得一石两鸟、相得益彰的效果。同时,由于本书的编写着眼于“授之以渔”,而不是“授之以鱼”,学生可以触类旁通,增强自学能力,进而在知识的海洋里自由遨游。

使用本书时,读者可以根据自己的情况,采取不同的学习方法。最好是通读全书;如有困难,可挑选自己最感兴趣的课

文读。读一篇,就要懂一篇;懂一篇,就会吸收其中部分语言和内容。课文的汉语译文应充分利用。除了用它加深理解之外,还可以研究英汉两种语言的表达方式上的异同。在读懂的基础上,有能力的读者还可以听着录音磁带,练习朗读课文。朗读多遍之后,对自己最喜欢的课文,可以试着复述其大意。

高中学生读此书可以大大提高高考中的成绩。它不仅适用于高中的优等生,而且适用于大学一年级的英语本科学生及其他成人学习者。

限于编者水平,本书难免有各种不当之处,请不吝赐教。

编 者

1996年12月于北京外国语大学

Contents

Unit 1	Language	(1)
Text One	The Gift of Language	(1)
Text Two	The English Language	(5)
Text Three	Language, Dialect and Accent	(9)
Text Four	Body Language	(13)
Unit 2	Customs	(18)
Text One	Customs of the World	(18)
Text Two	Customs of Time	(22)
Text Three	Deaths and Funerals	(25)
Text Four	Friendships	(28)
Unit 3	Music	(31)
Text One	Modern Music	(31)
Text Two	Musical Instruments	(35)
Text Three	Symphony	(39)
Text Four	Mozart's First Recital	(44)
Unit 4	Law	(47)
Text One	Law	(47)
Text Two	Law Makers in the United States	(52)

Text Three	Court Procedures	(56)
Text Four	British and American Courts	(62)
Unit 5	Marriage Customs	(66)
Text One	Engagement	(66)
Text Two	Wedding Rings and Presents	(69)
Text Three	Wedding Invitations	(71)
Text Four	The Wedding Ceremony and Reception	(74)
Unit 6	Physics	(77)
Text One	Expansion	(77)
Text Two	Magnets	(80)
Text Three	Newton's Laws of Motion	(84)
Text Four	Otto von Guericke and the Vacuum	(88)
Unit 7	Beauty and Fashion	(92)
Text One	The Beautiful People	(92)
Text Two	Thinking Thin and Getting Thin	(95)
Text Three	Things to Avoid in Dressing	(99)
Text Four	Hair Care	(102)
Unit 8	Chemistry	(105)
Text One	Hydrogen and Oxygen	(105)

Text Two	Safety Rules for Doing Experiments	(108)
Text Three	How Can You Observe Osmosis	(112)
Text Four	What Is a Flame?	(116)
Unit 9	Good Manners	(120)
Text One	Introducing People	(120)
Text Two	Manners in Conversation	(123)
Text Three	Manners at Business Receptions	(126)
Text Four	When Invited by a Family	(129)
Unit 10	Religion	(133)
Text One	Religion	(133)
Text Two	Judaism	(137)
Text Three	Christianity	(141)
Text Four	Buddha and Buddhism	(146)
Unit 11	Environment	(150)
Text One	Ecology	(150)
Text Two	Endangered Species	(154)
Text Three	Air Pollution	(158)
Text Four	water Pollution	(161)
Unit 12	Philosophy	(165)
Text One	Philosophy	(165)

Text Two	Judging Argument	(169)
Text Three	Confucianism	(173)
Text Four	Plato	(176)
Unit 13	Medical Science	(180)
Text One	Anesthesia	(180)
Text Two	Malaria	(184)
Text Three	Hypnosis	(188)
Text Four	The Discovery of Penicillin	(191)
Unit 14	Astronomy	(195)
Text One	Black Holes	(195)
Text Two	Billions of Suns	(199)
Text Three	The Life Circle of the Stars	(203)
Text Four	The Planets	(207)
Unit 15	Mass Media	(211)
Text One	What Mass Media Do	(211)
Text Two	Newswriting	(215)
Text Three	The Fule That Makes Mass Media Work	(219)
Text Four	Television	(223)
Unit 16	The Pilgrim Fathers	(226)
Text One	The Pilgrim Fathers	(226)

Text Two	The Voyage	(229)
Text Three	Settlement	(232)
Text Four	Thanksgiving	(235)
Unit 17	Economics	(238)
Text One	Economic Depression	(238)
Text Two	Malthusian Theory of Population	(242)
Text Three	The General Agreement on Tariffs and Trade (GATT)	(245)
Text Four	Monetarism	(249)
Unit 18	Psychology	(252)
Text One	Sleep and Dreams	(252)
Text Two	Achievement Motivation	(256)
Text Three	Punishment	(260)
Text Four	Sigmend Freud	(263)
Unit 19	Mythology	(267)
Text One	Myth	(267)
Text Two	Prometheus	(271)
Text Three	Pandora	(274)
Text Four	Oedipus	(277)
Unit 20	Camera	(281)
Text One	The Parts of a Camera	(281)

Text Two	The Pin-hole Camera	(284)
Text Three	Developing and Photographic Printing	(288)
Text Four	Composition	(290)
Unit 21	English Literature (1)	(292)
Text One	Shakespeare	(292)
Text Two	The Merchant of Venice	(296)
Text Three	Macbeth	(300)
Text Four	Hamlet	(304)
Unit 22	English Literature (2)	(308)
Text One	Daniel Defoe	(308)
Text Two	Robinson Crusoe	(312)
Text Three	Pride and Prejudice	(316)
Text Four	Great Expectations	(320)
译文	(324)

Unit 1 Language

Language is the key to a nation's heart.

– Hayyim N. Bialik

Text One

The Gift of Language

Just imagine there is a rabbit running into its hole. You will say, "What has this to do with language?"

Can you see the rabbit's tail? When a rabbit sees something dangerous, it runs away. Its tail, which is white, moves up and down as it runs. The other rabbits see this white tail moving up and down, and they run too. They know that there is danger. The rabbit has told them something without making a sound. It has given them a signal.

Many other animals use this kind of language. When a cobra is angry, it raises its hood and makes itself look fierce. This warns other animals. When a bee has found some food, it goes back to its home. It cannot tell the other bees where the food is by speaking to them, but it does a little dance. The dance tells the other bees where the food is.

Some animals say things by making sounds. A dog barks,

for instance, when a stranger comes near. A cat purrs when pleased. Some birds make several different sounds, each with its own meaning. Sometimes we human beings speak in the same way. We make sounds like "Oh!" or "Ah!" when we are frightened or pleased or when we drop something on our toes!

But we have something that no animal has — a large number of words which have the meanings of things, actions, feelings or ideas. We are able to give each other information, to tell other people what is in our mind or how we feel. By writing words down we can remember for a long time things that have happened, or send messages to people far away. Moreover, a person can increase his vocabulary at will as he learns or invents new words, whereas an animal's vocabulary is limited to the range that his biological structure determines.

No one knows how man learned to make words. Perhaps he began by making sounds like those made by animals. Perhaps he grunted like a pig when he lifted something heavy. Perhaps he made sounds like those he heard all round him — water splashing, bees humming, a stone falling and imitated them to make words. As the centuries went by, he made more and more new words. This is what we mean by language.

Words and Expressions

tail/teil/n. 尾巴

dangerous/'deindʒrəs/adj. 危险的

danger /'deindʒə/n. 危险