

21 世纪实用教材

中等专业学校英语系列教程

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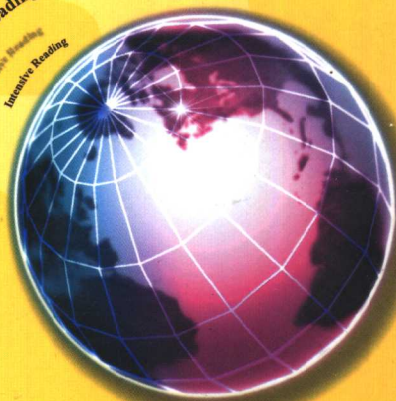
Intensive Reading I

精 读



主编 王守廉

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天津大学出版社
TIANJIN UNIVERSITY PRESS

中等专业学校英语系列教程
English Courses Series of
Secondary Vocational Schools

精 读(上)

Intensive Reading I

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前言

1992年我们编写出版了《中等专业学校英语系列教程》，这套教程至今在全国中等学校已使用12年，印刷12次，颇受广大师生欢迎。

为了适应新时代的要求，使我国中等职业学校英语教学能有所提高，我们集思广益，在原教程基础上，重新编写出版了《中等专业学校英语系列教程》。

本系列教程从我国中等职业学校英语教学实际出发，力求对各类中等职业学校具通用性，适用于各类中专学生、职业高中学生、高等专科学校学生以及各类相应水平的业余英语班学生和具有中等英语水平的广大自学者。

本系列教程包含精读(上下册)、泛读(上下册)、听力(上下册)、语法与练习(上下册)四种教程。《精读教程》和《听力教程》均配有清晰的录音磁带。《精读教程》配有教师用书(上下册)，以供教师备课时使用。

本系列的四种教程均有各自的课型特点，自成体系，既可单独使用，又可相互配合，形成一个整体。这样既有利于教学，又有助于学生打好英语基础，提高听、说、读、写、译和自学能力。

本系列教程强调语言的功能意念，强调语言的共核。注意基础、重点词汇和语法结构教学。

本系列教程选材力求做到思想内容健康，语言规范，题材广泛，体裁多样，具有趣味性、知识性和科学性。

使用本系列教程时，应以精读为主，兼顾其他。教学时要从课文内容出发，充分利用课文所提供的语境，着重培养学生的理解能力和运用语言的能力，要着重语意教学，切不可离开上下文孤立地去讲语言点，否则就违背本系列教程的编

写原则,达不到预期的教学效果。

由于我们水平有限,书中缺点和错误在所难免,希望使用本系列教程的同志们批评指正。

编者

2003.2.10



使用说明

本书是《中等专业学校英语系列教程》的《精读教程》上册,供中等专业学校一年级学生使用,若每周有两学时,可在一年內学完。本书共有 15 个单元,每个单元分 Text A 和 Text B,书中另附两课复习课。每一单元授课时间约 4 学时。

每一课由课文、生词、注释、词汇学习和练习等组成。课文均选自近年英美原版书刊,加以改变或删除。题材多样,内容丰富,思想健康,有一定的可读性。讲解课文时,要从语篇内容着眼,对某些常用词汇的用法应根据上下文进行分析讲解,要避免那种离开课文所提供的语境,只讲语言点,逐字逐句翻译课文的教学法。

各课前的导言说明课文的主旨,帮助学生从整体上把握课文。各课后的注释(Notes)对有关的背景知识、作者简介和一些难点略加说明,供学生在预习时参考。

各单元 Text A 后的练习(Study and Practice)内容如下:

(1)朗读和背诵(Reading Aloud and Reciting):要求学生逐步掌握各种基本句型的语调、句子重音和意群划分。

(2)课文理解(Understanding the Text):帮助学生较深刻地理解课文思想内容,提高口头和书面表达能力。

(3)词汇练习(Vocabulary):帮助学生加深和巩固课文中所学的常用词和词组的用法。

(4)语法结构(Structure):帮助学生学习和掌握课文中出现的一些常用句型,提高口头和书面表达能力。

(5)完型填空(Cloze):帮助学生提高运用语言的综合能力。这一练习难度较大,教师应予以启发引导。

(6)构词法(Word Building):帮助学生掌握常见的构词法、扩大词汇量,提高阅读能力。

(7)翻译(Translation):进一步帮助学生练习课文中出现的一些常用词、词组和句型,以提高表达能力。

各课的 Text B 在教师的指导下,学生自学以提高阅读理解能力和技巧。

根据英语是实践课而不是理论课这个原则,练习量设计得较大,教师可根据学生的具体情况有选择地处理,也可要求学生在课下完成,教师在课堂上进行检查。

为了帮助学生通过实践潜移默化地掌握语法结构,本书没有专门安排学习语法项目,这并不意味着忽视基础语法教学。每课的重点语法项目与《语法与练习》上册大体相呼应,教师可根据学生具体情况有选择地讲解。



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UNIT 1

TEXT A

Are you an English learner? If so, do you know why so many people are rushing to learn English? After reading the following text, you will probably know the reasons . . .

English Worldwide

English is now the international language for airline pilots, scientists, medical experts, businessmen and many others. Consequently, more and more people are learning it. The BBC's English teaching radio programs are broadcast daily to four continents and supplied to radio stations in 120 countries. Films and videos are on the air or used in institutions in over 100 countries. All this helps to add more speakers to the estimated 100 million who use English as a second language. The rush to learn English has reached even China. The main reason for the upsurge in interest is the recent increase in China's contacts with the outside world.

Unlike many other widely used languages, English can be correctly used in very simple form with less than one thousand basic words and very few grammatical rules. This was pointed out in the 1920's by two Cambridge scholars, Ogden and Richards, who devised a system called "Basic English". Another reason for the popularity of English is that English-speaking countries are spread throughout the world. An estimated 310 million people in Britain, U.S.A., Canada, Australia, South Africa, etc. use English as their mother tongue. Also in former British colonial areas in Africa and Asia where many



local languages are spoken, no common language has been found which would make a suitable substitute for English.

In Delhi, although nationalists would prefer to phase out the use of English, the man from South India finds English more acceptable than Hindi, while the northerner prefers English to any of the southern language. Turning from India to Africa, a similar problem exists. However reluctant African nations are to use English and, as it were, subject themselves to a kind of “cultural imperialism”, there seems to be no alternative language which will do the job of communication effectively.

The view that spreading the use of English is entirely beneficial has its opponents. Some teachers who have returned from overseas consider it create a wider gap between those who are educated and those who have little or no education. Nevertheless, in many parts of the world, the technical and scientific knowledge needed to develop a country's resources and improve people's living conditions, is just not available in the mother tongue. A second language opens the door to the worldwide sharing of skills and discoveries in science, engineering and medicine.

As for the future, it seems certain that English in one form or another will be spoken by far more people than it is today. It will doubtless continue to change and develop as a living language always does.

New Words

consequently [ˈkɒnsɪkwəntli] *adv.* 从而, 因此

supply [səˈplaɪ] *n.* 供给, 供应品 *vt.* 补给, 供给, 提供, 代理

institution [ˌɪnstɪˈtjuːʃən] *n.* 公共机构, 协会, 制度

estimate [ˈestɪmɪt] *vt.* & *n.* 估计, 估价, 评估

upsurge [ˈʌpsəːdʒ] *n.* 高涨

contact [ˈkɒntækt] *n.* 接触, 联络

[kənˈtækt] *vt.* 接触, 联系



scholar [ˈskɒlə] *n.* 学者

devise [diˈvaɪz] *vt.* 设计, 图谋, 做出(计划), 想出(办法), 遗赠给

popularity [ˌpɒpjʊˈlærɪti] *n.* 普及, 流行, 声望

colonial [kəˈləʊnjəl] *adj.* 殖民的, 殖民地的

suitable [ˈsju:təbl] *adj.* 适当的, 相配的

substitute [ˈsʌbstɪtju:t] *n.* 代用品, 代替者, 替代品 *v.* 代替, 替换, 替代

subject [ˈsʌbdʒekt] *n.* 题目, 主题, 科目, 学科,

[kʌbˈdʒekt] *adj.* 受制于……的, 受……影响的 *vt.* 使屈从于, 使
隶属

imperialism [ɪmˈpiəriəlɪzəm] *n.* 帝国主义, 帝制

alternative [ɔ:lˈtə:nətɪv] *n.* 二中择一, 可供选择的办法、事物 *adj.* 选择性的, 二中择一的

communication [kəˌmjʊːniˈkeɪʃən] *n.* 传达, 信息, 交通, 通讯

effectively [ɪˈfektɪvli] *adv.* 有效地, 有力地

opponent [əˈpəʊnənt] *adj.* 对立的, 对抗的 *n.* 对手, 反对者

available [əˈveɪləbl] *adj.* 可利用的, 有用的, 有空的, 接受探访的

Phrases and Expressions

on the air 在广播

point out 指出

phase out 使逐步淘汰, 逐渐停止

as it were 宛如, 好像

as for 至于

Proper Names

BBC *abbr.* British Broadcasting Corporation 英国广播公司

Cambridge *n.* 剑桥(英国城市, 剑桥大学所在地)

Ogden 奥格登 Charles Kay, 1889-1957, 英国心理学家及教育家, Basic

English 的创意者

Richards 理查德(男子名)

Britain *n.* 英国

U.S.A. United States of America 美利坚合众国

Canada *n.* 加拿大

Australia *n.* 澳洲, 澳大利亚

South Africa *n.* 南非(非洲南部的一个国家)

Delhi *n.* 德里(印度城市)

Hindi *adj.* 北印度的 *n.* 北印度语

India *n.* 印度(南亚国家), 南亚次大陆(即印巴次大陆, 简称次大陆, 含印度、巴基斯坦、孟加拉国、尼泊尔、不丹、锡金等国)

Notes

1. Unlike many other widely used languages, English can be correctly used in very simple form with less than one thousand basic words and very few grammatical rules. 英语与许多其他广泛应用的语言不同, 用不到一千的基本单词和极少的语法规则就能正确使用了。

unlike 在这里是介词, 意思是“不像……”, “和……不同”, 还可用作形容词, “不同的, 不相似的”。例如:

For twins, they are very unlike. 作为一对双胞胎, 他们很不一样。
(unlike 用作形容词)

She's unlike the rest of her family. 她不同于家里其他的成员。(unlike 用作介词)

2. In Delhi, although nationalists would prefer to phase out the use of English, the man from South India finds English more acceptable than Hindi, while the northerner prefers English to any of the southern language. 在印度的德里, 虽然民族主义者宁愿淘汰英语, 但南部印度人却认为英语比印度语更容易接受, 而北部印度人宁愿使用英语也不愿使用任何南部印度语。



- 1) although 用作连词,意思是“虽然,尽管”。例如:

Although he knows he's wrong, he still argues. 虽然他知道错了,可仍在争辩。

although 引导的让步状语从句中,主句中不能再用连接词 but,但可用副词 yet, nevertheless 等。另外,在多数情形下,可与 though 通用。

- 2) prefer...to“更喜欢,宁愿”,prefer 一般与 to 连用,而不与 than 连用。例如:

prefer coffee to tea 喜欢咖啡胜过茶

另外 prefer 与 rather than 搭配,prefer... rather than
prefer to die rather than surrender 宁死不屈

- 3) while 用作连词

①当……的时候,例如:

I met her while I was at school. 当我在学校的时候我遇见了她。

②但是,然而,例如:

The soles are leather, while the uppers are canvas. 鞋底是皮的,而鞋面是帆布的。

③虽然,尽管,例如:

While I understand what you say, I can't agree with you. 虽然我理解你的意思,但我还是不同意。

While he loves his students, he is very strict with them. 虽然他爱学生,可是对他们很严格。

Study & Practice

I. Reading Aloud and Reciting

Read the following paragraph, paying special attention to sense groups, the sentence stress and intonation, and then recite and translate it.

The view that spreading the use of English is entirely beneficial has its opponents. Some teachers who have returned from overseas consider it



create a wider gap between those who are educated and those who have little or no education. Nevertheless, in many parts of the world, the technical and scientific knowledge needed to develop a country's resources and improve people's living conditions, is just not available in the mother tongue. A second language opens the door to the worldwide sharing of skills and discoveries in science, engineering and medicine.

II. Understanding the Text

1. Choose the best answer for each of the following:

1) Why do many 3rd World people oppose the use of English in their countries?

- A. They consider it a form of cultural imperialism.
- B. The English language has produced racism.
- C. Other languages are easier to learn.
- D. They oppose modernization in general.

2) The growing interest in English among the Chinese people is due to _____.

- A. China's opening up to the outside world
- B. their intelligence and industry
- C. the skill of foreign teachers
- D. all of the above

3) The linguistic of Africa and India as presented in this passage _____.

- A. bear no relation to one another
- B. reflect basic cultural differences
- C. are basically the same
- D. are fundamentally opposite

4) The spreading use of English is _____.

- A. entirely beneficial
- B. largely accidental



- C. of debatable value to developing nations
D. both A and B
- 5) Possible dangers from the spread of English to developing countries include all of the following except _____.
- A. industrial sabotage
B. deepening class divisions
C. cultural imperialism
D. diverting attention from the plight of the impoverished masses
2. Answer the following questions:
- 1) What is the opposite attitude towards English learning?
 - 2) How many people, according to the text, are using English as a second language?
 - 3) In the writer's eyes, what is the prospect of English learning?
 - 4) What are the reasons for the popularity of English, according to the text?
 - 5) What are the differences between other widely used languages and English?
3. Write down the answers to the above and retell the text.

III. Vocabulary

1. Fill in the blanks with the words or expressions given below. Change the forms of them where necessary:

consequently, estimate, communication, opponent, contact available, alternative, scholar, supply, substitute

- 1) Mr. Foster has never been to China. _____ he knows very little about it.
- 2) I asked the building firm to _____ for the repairs to the stairs.
- 3) Friendly _____ between different peoples facilitate the cultural and economic interchange.
- 4) Only art can _____ for nature.