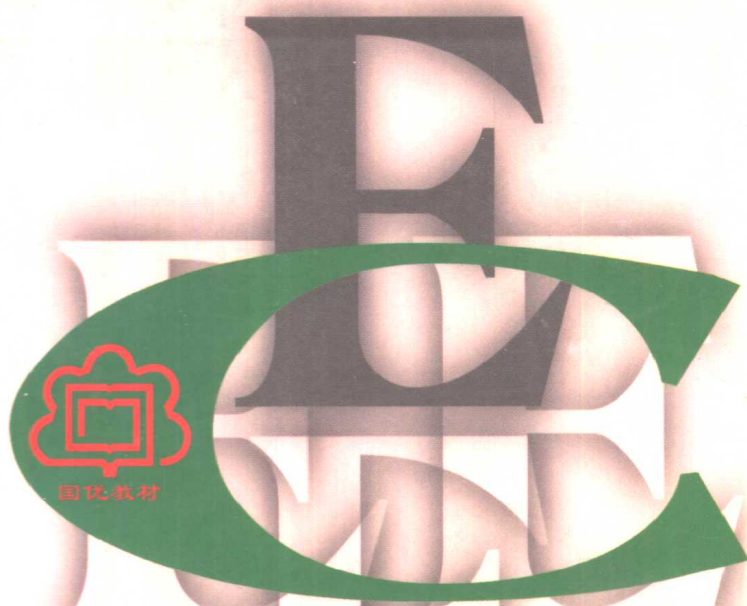


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大学英语

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总主编 董亚芬

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(Revised Edition)

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Intensive Reading

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修 订 本 前 言

《大学英语》是根据国家前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,于1986年出版试用本,1992年出版正式本。

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,供1—6级使用;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;泛读教程1—6级也配有教师用书。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

精读教程的修订重点放在改善对词汇的处理和改进练习两个方面,在培养学生阅读能力的同时,更好地加强对学生的表达能力的训练,具体说来,有如下几点:

一、筛选出每课的重点词,加以反复操练。1. 将每课生词表中凡属《大学英语教学大纲通用词汇表》的词,一律用黑体标出。某些词虽不是大纲词,但确系较为常用的,亦用黑体标明;2. 从上述用黑体标出的词中,每课再精选出20—30个左右更具活力的常用词,连同词组一起作为该课练习的重点。为醒目起见,将这部分重点词另用“Words to Drill”一栏列出。一至四册重点操练的词和词组总计1,345个。

二、进一步提高大纲词汇的覆盖率和重现率。修订本尽可能在各种练习中补进课文没有覆盖的《大纲通用词汇表》中的词。凡在书中各种场合出现的1—4级大纲词汇,在该册附录的词汇表(Glossary)中,均用“*”号标明;5—6级大纲词,用“△”号标注。

三、修订本对练习部分作了较大的修订,以加强句子和语篇水平上的操练。1. 词语练习改为全部围绕各课列出的重点操练词和词组进行;2. 进一步增加主观题:除保留各单元阅读材料中的英译汉练习外,一至六册均设汉译英练习;一至四册每课增设一篇根据课文内容写成的完形填空题(Cloze);各册分别增设了简答题、改写句子等练习;改进写作练习,从第一册起就让学生开始写成段文章,使其在写作实践中学会写作。

四、一至四册增设复习题(Revision Exercises)。除对原有的两套自测题(Test Yourself)加以改进,分别置于各册的第五单元和第十单元后面外,每册再各增两套复习题,分别放在第三单元和第八单元之后。主要用于进一步操练并巩固所学过的有关各课

的重点词语和语言技能。五、六册各增设两套自测题。

五、新增科普文章阅读(Supplementary Reading in Popular Science)一栏。五、六册各增收三篇反映当前各种科普内容的文章,分插在第三、六、九单元后,并附若干简答题,供学生自测。

六、五、六册新增了汉译英练习(句子翻译和成段翻译;第五册增设了改错(Error Correction)练习,第六册保留了此项练习。

七、五、六册新增了诗歌朗读。

《大学英语》精读教程由复旦大学大学英语教学部负责编写。翟象俊主编第一、二、五册;李荫华主编第三、四、六册;程雨民、孙骊担任主审。参加编写第五册的还有张增健、王德明、任建国、杨晨等。英国专家 Anthony J. Ward 协助编写和审阅。

本书为精读教程第五册的修订本,供大学英语五级学生使用,由翟象俊主编,程雨民、孙骊主审。参加修订的还有夏国佐、王德明、赵建等。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者继续批评指正。

编 者

1999 年 2 月

使用说明

本书为《大学英语》系列教材精读教程第五册,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。

本册共有十个单元,供一个学期使用。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。

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与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 Work)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(每五单元除外),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。

本册新增了句子和成段的汉译英练习。成段翻译难度较大,学生需在熟练掌握课文中的常用词和词组及常用句型的基础上做此练习。此外还新增了成段文章的改错(Error Correction)练习,这一练习难度也不小,但对提高学生综合使用语言的能力很有帮助,坚持做下去必有收益。

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。新增的科普阅读文章(Supplementary Reading in Popular Science),主要供学生自学,教师也可酌情选用。

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。

新增的两套自测题(Test Yourself)分别置于第五单元和第十单元之后,学生可用以巩固所学内容。书末附有参考答案。

编 者

1999 年 2 月

突破传统教学模式,提高大英教学质量

《大学英语》(修订本)多媒体系列教学光盘正式出版

为了繁荣我国的大学外语教育事业,支持我国的大学外语教学改革,上海外语教育出版社开发了《大学英语》(修订本)多媒体系列教学光盘。该系列教学光盘与《大学英语》(修订本)系列教材同步。精读和听力的每册教材各配 2 张光盘。

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UNIT 1

TEXT

The author is not a preacher, and yet he does deliver a kind of sermon here. Who is his audience? Interestingly, his audience is your teachers of Advanced English as a foreign language. The author seeks to help them in their difficult task of teaching advanced students, their task of leading their students to a higher level of ability and fluency.



Does it encourage you to know that you are not the only one who is struggling at this level of language acquisition?

A Kind of Sermon

by W.S. Fowler

*I*t 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.

5

It may not seem much consolation 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

10

struggling because the language they thought they knew now appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts. It is hard to convince them
15 that they are still making progress towards fluency and that their English is certain to improve, given time and dedication.

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,
20 for his part, frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues such as: "You can lead a horse to water but you can't 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,
25 the less I know."

Of course this is not true. What both students and teachers 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
30 teacher's point of view, selecting what should be taught becomes a more difficult task. It is much 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.

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 hands of them. Few
35 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
40 would be: "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 as you
45 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."

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 language is useful. It's no
50 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 beaten track in the foothills. And if the path you choose is too overgrown 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.” 55

NEW WORDS

sermon /'sə:mən/ <i>n.</i>	a talk given in church by a priest; a long and solemn piece of advice 布道; 说教
consolation /,kɒnsə'leɪʃən/ <i>n.</i>	(a person or thing that gives) comfort during a time of sadness and disappointment 安慰
untouched <i>a.</i>	not touched; not dealt with
usage /'ju:sɪdʒ/ <i>n.</i>	(a) generally accepted way of using a language 习惯用法
scope <i>n.</i>	the area within the limits of a question, subject, action, etc.; range
idiom /'idiəm/ <i>n.</i>	a phrase which means something different from the meanings of the separate words from which it is formed 习语; 成语
cliche /'kli:ʃei/ <i>n.</i>	an expression or idea used so often that it has lost much of its expressive force 陈词滥调, 陈腐思想
context /'kɒntekst/ <i>n.</i>	what comes before and after (a word, phrase, statement, etc.), helping to fix the meaning (文章的) 上下文
fluency /'fluənsi/ <i>n.</i>	a smooth, easy flow 流利, 流畅
fluent <i>a.</i>	
dedication <i>n.</i>	self-sacrificing devotion 献身; 忠诚; 专心
dedicate <i>vt.</i>	
disgust /dis'gʌst/ <i>n.</i>	strong feeling of dislike or distaste 厌恶
hopefully <i>ad.</i>	in a hopeful manner; if our hopes succeed 怀着希望; 但愿
guidance <i>n.</i>	the act or process of guiding; advice on vocational or educational problems given to students
inexplicable /,ɪnɪk'splɪkəbl/ <i>a.</i>	incapable of being explained 无法说明的; 费解的
refuge /'refju:dʒ/ <i>n.</i>	shelter or protection from danger or distress 避难; 庇护
refugee /,refju'dʒi:/ <i>n.</i>	难民
quote <i>vt.</i>	repeat in speaking or writing (the words of another person) 引用, 引述

proverb /'prɒvə:b/ <i>n.</i>	a brief popular saying 谚语
respectfully <i>ad.</i>	in a way or manner that shows respect
respectful <i>a.</i>	
grammatically <i>ad.</i>	according to the rules of grammar
grammatical <i>a.</i>	
ain't /'eɪnt/	(spoken) a short form of "am not", "is not" or "are not"
counter <i>vt.</i>	oppose
recognition <i>n.</i>	the act of recognizing 认识; 承认
immediate <i>a.</i>	with nothing between; coming at once
given <i>a.</i>	specified, fixed 特定的, 一定的
define /di'fain/ <i>vt.</i>	explain the meaning of; state, show or describe clearly 给...下定义; 界定
selection <i>n.</i>	the act of selecting
novel <i>n.</i>	a long story in prose about either imaginary or historical people
rely /ri'lai/ <i>vi.</i>	be dependent, count
practicable /'præktikəbl/ <i>a.</i>	capable of being done, put into practice or accomplished; feasible
shortcut <i>n.</i>	a route more direct than that usu. taken; a quicker way of doing sth. 捷径
beaten <i>a.</i>	much walked on or traveled (路)踏平的; 人们常走的
overgrown <i>a.</i>	covered with plants growing uncontrolled

PHRASES & EXPRESSIONS

put into practice	apply; carry out
confront with	bring face to face with; force to deal with or accept the truth of
give up	stop attempting sth. ; admit defeat
for one's part	as far as one is concerned
reduce to	bring or force (sb.) to (esp. a weaker or less favorable state)
take refuge in	find shelter or protection in
wash one's hands of	have no more to do with; refuse to be responsible for
come across	meet, find, or discover by chance
look up	find (information) in a book
at a glance	with one look; at once
no good / not much good / not any good	useless or bad
rely on	trust; have confidence in; depend on

PROPER NAMES

W.S. Fowler /'dʌblju: 'es 'faʊlə/

W · S · 福勒

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. 19): 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. 21): 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. 23): 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. 53): 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."

STUDY & PRACTICE

Words to Drill

context	counter	dedication	define	disgust
given	fluency	guidance	hopefully	immediate
practicable	quote	rely	scope	