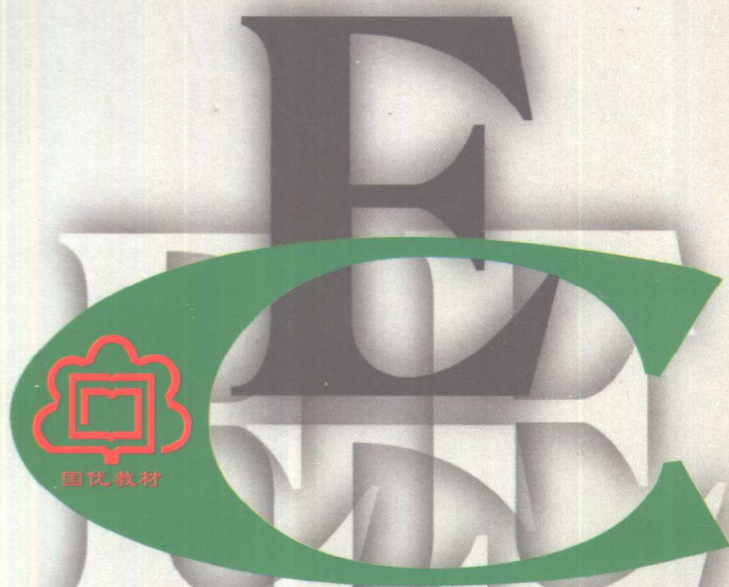


精 读 INTENSIVE READING



College English

全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

高等学校教材

上海外语教育出版社



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大学英语

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预备级

Shanghai Foreign Language Education Press

总主编 董亚芬

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College English (修订本)

(Revised Edition)

精 读

Intensive Reading

预备二级

陈祖芳 (主编)
刘寒冰 史 宽

修订者 陈祖芳 刘寒冰 史 宽



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(以姓氏笔划为序)·

刘龙根 (吉林大学)

陈祖芳 (武汉大学)

杨治中 (南京大学)

张亦政 (中国科技大学研究生院)

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董亚芬 (复旦大学)

虞苏美 (华东师范大学)

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修 订 本 前 言

《大学英语》是根据国家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。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。

《大学英语》预备级精读教程在修订的过程中,保留了原教材的布局 and 特色,并在此基础上,增加了部分练习和阅读材料,以保证学生在一个新的水平上复习、巩固在中学阶段学过的语音、语法、词汇等主要内容,为进一步学好英语打下坚实的基础。

《大学英语》预备级精读教程由武汉大学外语学院英文系负责编写。陈祖芳教授担任主编,袁锦翔教授担任主审,大学外语教学指导委员会委员郭杰克教授审读了全书。参加编写的有刘寒冰、史宽。美籍专家 Meek 夫妇审读了全书的英文部分。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,希望广大读者批评指正。

编 者

1997年3月

使用说明

本书为《大学英语》预备级精读教程第二册,教学对象为大学英语预备二级的学生。

全书共有十六课,供一学期使用。每课由预习提示,课文,生词,注释和练习组成。

预习提示的目的不仅是对学生课前的预习提出要求,更重要的是通过“预习检查问题”逐步培养学生良好的阅读习惯。课文全部选自原文,并经过精心改写,在改写时力求做到文字简易地道,内容丰富有趣且有一定的思想深度。练习在编排上不求新颖,只是按照大纲的要求在一个新的水平上复习、巩固学生在中学已经学过的语音、语法、词汇等主要项目,目的是提高学生对所学内容实际掌握和运用的能力。

本书配有教师手册,供教师备课时参考。

为缓解当前各校教师不足这一困难,满足一、二级学生课外复习、巩固、深化英语基础知识和技能的要求,本书还配有美籍专家的录音以及可直接用于课堂教学的录像(美籍专家录制,每课两学时),由编者单位内部交流。

编 者

1997年3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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听力光盘: 听力素材增加一倍,英美外籍教师朗读

《大学英语》(修订本)多媒体系列教学光盘分精装和简装两种包装,精装每册 2 张,定价 168 元;简装每册 2 张,定价 30 元。

上海外语教育出版社出版的多媒体光盘还有:

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LESSON 1

TEXT

Suggestions for Preview 预习提示

这篇是讲教育的社会价值的。有人认为教育的层次越高、越普及越好，对社会的价值就越大。所以只要搞一种“全民教育体制”，一切社会问题都可以解决了。本文作者对此有不同的看法。他认为教育从体制(system)上说，不应是单一的；从内容上讲应该包括最起码的三点。至于为什么，作者依次予以说明。你看完一遍后能把握住这几点吗？

The Value Of Education

Education is not an end, but a means to an end. In other words, we do not educate children only for the aim of educating them. Our purpose is to fit them for life. Life is varied; so is education. As soon as we realize this fact, we will understand that it is very important to choose a proper system of education. 5

In some countries with advanced industries, they have free education for all. Under this system, people, no matter whether they are rich or poor, clever or foolish, have a chance to be educated at universities or colleges. They have for some time thought, by free education for all, they can solve all the problems of society and build a perfect nation. But 10 we can already see that free education for all is not enough. We find in such countries a far larger number of people with university degrees than there are jobs for them to fill. As a result of their degrees, they refuse to do what they think is “low” work. In fact, to work with one’s hands is thought to be dirty and shameful in such countries. 15

But we have only to think a moment to understand that the work of a completely uneducated farmer is as important as that of a professor. We

can live without education, but we should die if none of us grew crops. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns. If there were no service people, because everyone was ashamed to do such work, the professors would have to waste much of their time doing housework.

On the other hand, if all the farmers were completely uneducated, their production would remain low. As the population grows larger and larger in the modern world, we would die if we did not have enough food.

In fact, when we say all of us must be educated to fit us for life, it means that all must be educated: firstly, to realize that everyone can do whatever job is suited to his brain and ability; secondly, to understand that all jobs are necessary to society and that it is bad to be ashamed of one's own work or to look down upon someone else's; thirdly, to master all the necessary know-how to do one's job well. Only such education can be called valuable to society.

QUESTION FOR PREVIEW CHECK

1 Mark the best answers to complete the following statement:

All of us must be educated to understand or realize _____.

1. that the more people with university degrees we have, the better
2. that the farmer's job is as important as the professor's
3. that we cannot live without education
4. that one should choose his job according to his ability
5. that everyone should have a chance to be educated at universities or colleges
6. that once you do a certain job you should try to master all the skills to do the job well

2 Pick one sentence from the text to complete the following statement:

Education should be various because _____.

WORDS TO WATCH

educate /'edju:keit/ v.

教育, 训练

education /'edju(:)'keifən/ n.

教育, 训练

means /mi:nz/ n.

手段

aim /eim/ n., v.

目标, 目的; (at) 目的在于, 指望

vary /'veəri/ v.

变化, 改变

purpose /'pə:pəs / <i>n.</i>	目标, 意图
fit /fit / <i>v.</i>	使适应
realize, realise /'ri:əlaiz / <i>v.</i>	认识到, 体会到; 实现
system /'sistəm / <i>n.</i>	系统, 体系, 制度
industry /'indʌstri / <i>n.</i>	工业, 产业
clever /'klevə / <i>a.</i>	聪明, 伶俐
university /ju:ni'və:siti / <i>n.</i>	大学
college /'kɒlɪdʒ / <i>n.</i>	学院, 大学
solve /sɒlv / <i>v.</i>	解决
problem /'prɒbləm / <i>n.</i>	问题, 难题
society /sə'saiəti / <i>n.</i>	社会
degree /di'ɡri: / <i>n.</i>	度, 程度; 学位
result /ri'zʌlt / <i>n.</i>	结果, 成果, 成绩
refuse /ri'fju:z / <i>v.</i>	拒绝, 推辞
shame /ʃeim / <i>n.</i>	羞愧, 耻辱
shameful /'ʃeimfʊl / <i>a.</i>	羞愧的, 耻辱的
complete /kəm'pli:t / <i>a.</i> , <i>v.</i>	全, 完全; 完成, 结束
completely /kəm'plitli / <i>ad.</i>	全, 完全地
farmer /'fɑ:mə / <i>n.</i>	农夫, 农场主
professor /prə'fesə / <i>n.</i>	教授
crop /krɒp / <i>n.</i>	农作物, 庄稼; 收成
disease /di'zi:z / <i>n.</i>	疾病
service /'sɜ:vɪs / <i>n.</i>	服务
production /prə'dʌkʃən / <i>n.</i>	生产, 产量
remain /ri'mein / <i>v.</i>	剩下, 余留; 保持, 仍是
food /fu:d / <i>n.</i>	食物, 粮食, 养料
suit /sju:t, sʊt / <i>v.</i>	适合, 合适
brain /brein / <i>n.</i>	大脑, 智力
ability /ə'bɪləti / <i>n.</i>	能力, 智能, 才能
necessary /'nesɪsəri / <i>a.</i>	必须的, 必要的, 必然的
valuable /'væljuəbl / <i>a.</i>	有价值的

PHRASES & EXPRESSIONS

1 in other words 换句话说; 也就是说

He has been working too much, and is not at all well. In other words, he needs a holiday.

他工作过度, 身体也不好, 也就是说, 他需要休假。

You don't believe me. In other words, you mean I'm telling a lie.

你不相信我, 换句话说, 你的意思是我在说谎。

2 as soon as —……就

He left for home yesterday as soon as he received the letter.

他昨天接到那封信就动身回家去了。

As soon as I saw him I told him the news.

我一见到他就告诉他那条消息。

- 3 no matter whether (who, what, how, where, etc.) 不论是否(何人,何物,如何,何处等)

No matter what he says, I do not believe him.

无论他说些什么,我都不相信。

You should live in the countryside, no matter where.

你应该住在农村,不论在哪里。

- 4 whether ... or 不管……还是;是……还是

Whether man or woman, young or old, all have to learn.

不论男女老幼,都得学习。

Whether you like it or not, you'll have to do it.

不管你愿意不愿意,你都得做这件事。

- 5 as a result (of) 作为(……的)结果

He is unable to go to work as a result of the fall from his bike.

他骑自行车摔了一跤,所以不能上班。

He slipped and broke his leg. As a result, he will have to be away from school for two or three months.

他滑了一跤,把腿摔断了,这样一来,他这两三个月都不能上学了。

- 6 take away 把……拿(带)走

Not to be taken away!

禁止拿出本室。(如图书馆书报等)

Would you please take these books away?

请将这些书拿走好吗?

- 7 on the one hand ...; on the other hand 一方面……;另一方面……

On the one hand I have to work, on the other hand I have to study.

一方面我得工作,另一方面我得学习。

- 8 in fact 其实,事实上,实际上;说得准确些

I saw him not long ago, in fact, I saw him the day before yesterday.

我不久前见过他,实际上我是前天见到他的。

That's a very tall building, in fact, it's the tallest one I've ever seen.

那幢大楼很高,事实上那是我见到过的最高的楼房。

SPECIAL DIFFICULTIES

- 1 Life is varied. 生活是多样化的。

varied 是动词 vary 的 -ed 分词(过去分词),在这里作表语。“to be + -ed 分词”可能是被动语态,也可能是“系表结构”。其区别在于,前者表示动作,句子的主语为动作的对象,后者则说明主语所处的状态,其中的 -ed 分词(过去分词)相当于形容词。如:

The book is well written.

这本书写得很好。(系表结构)

The book was written by a worker.

这本书是一位工人写的。(被动语态)

- 2 In some countries with advanced industries, 在一些工业先进的国家, advanced 是动词 advance 的-ed 分词(过去分词),作 industries 的修饰语。
- 3 But we have only to think a moment to understand that the work of a completely uneducated farmer is as important as that of a professor. 但是只要我们稍稍想一下便会明白:完全没有受过教育的农夫的工作与教授的工作是同等重要的。
 - 1) only to think a moment to understand 中的 to understand 是动词不定式,在这里作状语,表示结果。
 - 2) as important as that 中的 that 代替前面的 the work 以避免重复。等于说 the work of a ... farmer is as important as the work of a professor.
- 4 ..., but we should die if none of us grew crops., 但是如果谁都不去种庄稼,我们都得饿死。
这里假设的情况是不真实的,所以句子用的是虚拟语气。
本课下文还有几句类似的句子,请注意。
- 5 larger and larger ..., 越来越大……
英文表达“越来越……”的概念用形容词(或副词)“比较级 + and + 比较级”(后面不可再接 than 引导的从句)。如:
She is becoming more and more active in sports.
她对运动越来越积极了。
The days are getting longer and longer.
白天越来越长了。

PHONETICS

1 Review of sounds /i/ /e/ 音素复习:

/i/	it is	this is	his little sister
	a big city	a big pick	
/e/	the next men	ten friends	eleven hens
	a red pen and a red pencil	the next step	the best egg

2 Practise the following for the falling tone 降调练习:

Yes.	No.	Right.	True.
Oh, yes.	Oh, no.	Quite right.	That's true.
Morning.	Never.	Nonsense.	Good morning.
Excuse me.	It isn't.	Interesting.	Wonderful.
Beautiful.	How interesting!	How wonderful!	So beautiful.

3 Try to read aloud the following words with the help of the phonetic

symbols 根据音标朗读下列单词:

varied / 'veərið /

advance / əd'vɑːns /

educated / 'edjuːkeɪtɪd /

result / ri'zʌlt /

shameful / 'ʃeɪmfʊl /

university / juːni'vɜːsɪti /

population / ˌpɒpjʊ'leɪʃən /

Christmas / 'krɪsməs /

gentle / 'dʒentl /

check / tʃek /

4 Listen to the recording of the text and read it aloud 模仿录音朗读课文:

GRAMMAR

The Object Clause 宾语从句:

在句中担任宾语成分的从句,称为宾语从句。

1. Point out the subordinate clauses, paying attention to the connectives 指出从句,并注意关联词:

- 1) It is hard to say that learning English is easy.
- 2) I asked the man at the booking office if I could have two tickets.
- 3) Tommy asked me how many pages I had already read.
- 4) We always mean what we say.
- 5) The beggar kept wondering why the rich people were never satisfied.
- 6) I don't know whether you are right or not.
- 7) Please advise me which book I should read first.
- 8) Could you tell me how I can get to the railway station?
- 9) Have you told Professor White when and where they are to meet again?
- 10) We must find out who did all this.

2. Combine the following simple sentences into complex ones after the model 仿照例句,将下列简单句组成复合句:

He asked Professor Wang.

How should he do it?

He asked Professor Wang how he should do it.

- 1) The man showed the boy.

How should he play the piano?

- 2) He does not know.

Which one is his?

- 3) Please tell me.

Why must you leave so soon?

- 4) He is asking.

Who can take the heavy bag away?

- 5) He says.

Everyone should come to the meeting this evening.

- 6) I am wondering.

Must I tell him?

7) Do you know?

Whose book is it?

8) Can you show me?

Where do they live?

3. Complete the following sentences by adding an object clause 用宾语从句完成下列句子:

1) We should remember _____.
(我们小时候是如何学汉语的)

2) These examples will tell you _____.
(一个有礼貌的人什么该做什么不该做)

3) I don't know _____. (谁干的那件事)

4) He asked the man at the booking office _____.
(他是否可以买两张票)

5) Let me know _____. (你要哪一个)

VERB PATTERNS (1-4)

1 Review of Verb Patterns 1-4:

Verb Pattern 1

S	+	be +	N. (or Adj.)
1. Only a few of the languages		are	very important.
2. Education		is not	an end.
3. The theory		is not	perfect.
4. The United States		is	truly a nation of nations.
5. Americans		are	proud of it.

Verb Pattern 2

S	+	Link V. +	Adj. (N.)
1. He		grew	twenty-four hours older every day.
2. She		became	a teacher.
3. Their production		remains	low.
4. Our country		is getting	stronger and stronger.
5. It		turned out	a fine day.

Verb Pattern 3

S	+	Vi.
1. The rain		has stopped.
2. Mr Walker		has left.