

成人高等教育公共课系列教材

ENGLISH

英语读写教程

(四)

主 编 金黛莱 雷冬梅

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四川出版集团
四川科学技术出版社

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四川科学技术出版社

图书在版编目(CIP)数据

英语读写教程(四) / 金黛莱, 雷冬梅主编. —成都:
四川科学技术出版社, 2006. 10
成人高等教育公共课教材
ISBN 7-5364-6091-0

I. 英... II. ①金... ②雷... III. ①英语-阅读教
学-成人教育: 高等教育-教材②英语-写作-成人教
育: 高等教育-教材 IV. H31

中国版本图书馆CIP数据核字(2006)第118074号

成人高等教育公共课系列教材

英语读写教程(四)

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特约编辑: 万 彤
责任编辑: 李 珉
封面设计: 坤 玉
责任出版: 邓一羽
出版发行: 四川出版集团·四川科学技术出版社
成都市三洞桥路12号 邮政编码 610031
成品尺寸: 230mm×175mm
印张 13 字数 240 千
印 刷: 成都蜀通印务有限责任公司
版 次: 2006年10月第一版
印 次: 2006年10月第一次印刷
定 价: 22.00元
ISBN 7-5364-6091-0

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前 言

成人高等教育公共课系列教材之《英语读写教程》是一套专门为成人高等教育的非英语专业英语课程教学所编写的教材。

成人高等教育是我国高等教育的重要组成部分，是终身教育体系的关键环节，在高科技经济时代正发挥着重要的作用。在世界进入了经济全球化和科学技术一体化的时代，英语作为当前国际上使用最广泛的信息载体和交流工具，越来越受到社会的重视。

目前国内的成人高等教育英语教材可谓百花齐放，竞相争艳，其中不乏在选材、编排、设计等方面都很优秀的教材，但是适合成人高等教育的英语教材还不多见，编写组经过认真讨论、研究和撰稿，编写了本套教材。

本套教材是以成人高等教育英语课程的教学目标和课程要求为依据编写的。其教学目标是培养学习者的英语综合应用能力，增强自主学习能力，提高综合文化素养，以适应社会发展和国际交流的需要。其要求是应帮助学习者学习英语语言基础知识，掌握读、写、译的基本语言技能，了解相关文化背景知识。本套教材的编写充分考虑成人高等教育的特殊性，在选材方面力求做到在确保语言的规范性和文章的思想性的前提下，兼顾题材的现代性、可读性、趣味性和广泛性，反映现实生活，为学习者提供丰富的语言材料，最大限度满足学习者不同专业发展的需要。以上述教学目标和课程要求为指导思想，本套教材的编写人员结合多年成人高等教育英语教学实践，借鉴同类优秀英语教材的编写经验，完成了这套教材的编写工作。

本套教材由四川师范大学外国语学院金黛莱主编，具体编写工作分别为预备级蒋长英；第一册姚敦云；第二册王恒、崔鉴；第三册郑鸿颖；第四册雷冬梅承担。

教材编写过程中我们得到了四川师范大学成人教育学院和四川科学技术出版社的大力支持，值此正式出版印行之际向他们表示衷心的感谢。

谨希望通过这套教程的出版能为提高成人大学英语教学质量贡献绵薄之力。

《英语读写教程》编写组

使用说明

成人高等教育公共课系列教材之《英语读写教程》是一套为成人高校非英语专业学生编写的基础英语教材。本教材根据教育部最新颁发的高职、高专和成人高等教育《英语课程教学基本要求》，吸取现代外语教学理念，结合各类成人教育多层次外语教学的实践经验编写而成。本教材重视英语语言基础，以培养学生实际语用能力为目标，突出教材的实用性和针对性。

本套教材共五册。专科层次使用预备级和一、二册，本科层次使用预备级和一至四册，专升本层次使用二、三、四册。

每册共八个单元，可供一学期使用。

每单元均围绕课文内容和重点词汇、短语等设计了适量的练习，以及时巩固所学知识。此外，一至四册每单元设有构词法、语法、写作、日常会话等专题，预备级每单元还专设了语音和语法等专题。通过各单元相关项目的训练，旨在以夯实语言基础知识为前提，重点突出对学习者的读、写、译等语言应用能力的培养，同时兼顾学习者听说能力的提高。

各单元的构成和使用建议如下：

Before You Read

该部分以简要介绍课文内容或设置简单问题的形式引导学习者对相关话题进行讨论，同时导入本单元学习者将要学习的系列课文。

Text A

课文 A 为精读材料，包括课文、生词和短语以及注释部分。生词和短语的解释大多采用英汉双解的方式，以利于学生更准确地把握其含义，同时进一步扩大词汇量。注释采用英汉结合的方式，介绍课文出处和重要的文化背景，解释课文中难度相对较大的语句。

Study and Practice

1. Reading Aloud and Enhancing the Language Sense

这一部分选材包括出自课文的精彩段落以及另选的诗歌、名言警句、歌词或篇幅短小的幽默故事，要求学生熟读、背诵以培养和加强学生的语感。

2. Comprehension of the Text

该练习旨在采用问答等方式帮助学习者熟悉课文内容，引导学习者进行口头表达，可以在预习时由学习者自行完成，在课文讲解完毕后再由教师进行核对，也可结合课文的讲解同时完成。

3. Vocabulary

采用根据解释、首字母补全单词、单词与释义的搭配、选词填空、用课文中学过的单词或短语替换句中画线部分等多种形式，帮助学习者巩固所学的单词和短语的用法。

4. Word Building

简要介绍英语中常见的构词法知识并辅以训练，帮助学习者学习掌握基本的构词法知识，熟悉常用前缀和后缀，有效地扩大词汇量。

5. Grammar

考虑到本教材使用对象基础参差不齐的客观情况，本部分从基本的语法概念入手，简要讲解重要语法知识并辅以针对性练习，但由于篇幅有限，无法面面俱到，故在使用过程中教师可结合教学实际情况适当加以补充。

6. Structure

结合课文中出现的较重要的语法现象和句型结构等进行操练。

7. Cloze

这一练习旨在训练学习者在具体语言环境中运用词汇和语法的能力。教师应特别注意引导学生结合上下文进行语篇分析和逻辑推理，提高综合语篇能力。

8. Translation

翻译练习包括汉译英和英译汉各五个小题。前者旨在帮助学习者复习和巩固该单元所学重要单词、短语，并在题后括号中给出相应提示；后者选材取自课文，要求学生在理解全文的前提下，结合具体语境，将其译成汉语。

9. Structured Writing

介绍写作基础知识并辅以训练，帮助学习者在实践中掌握基本的写作技能。一至四册的训练体系按由浅入深，从句子、段落到语篇的原则设置。

Text B

课文 B 为课内泛读材料，包括课文、生词、短语、注释并附有阅读理解练习，教师可限时让学习者在课内完成，同时辅以阅读基本知识的讲解，培养和规范学习者的阅读习惯，提高阅读能力。

Text C

课文 C 为课外泛读材料，旨在帮助学习者扩大阅读量，教师也可视实际需要在课堂上简单串讲部分段落。为节省篇幅，本部分未列出生词、短语及注释，只在个别较难的生词后面用括号加注汉译。课文后列有两到三个问题供学生在教师引导下进行讨论，以加强口头表达能力。

Everyday English

这一部分按不同的功能意念提供若干日常会话素材，其内容涉及不同职业、不同场景，针对性强，语言地道，便于模仿。

此外，每册课本还附有两套自测题，既涉及课内所学知识点，以便于学习者进行阶段性复习，检查基础知识的掌握情况，又注重对能力的考查，以便学习者对自己的英语应用能力有大致的了解。考虑到多数学习者参加各类英语考试的实际需要，自测题在题型和难度上均参考了《高等教育自学考试公共英语考试大纲》、《四川省成人高等教育本科毕业生申请学士学位英语水平考试大纲》、《大学英语四级考试大纲》、《四川省大学英语三级考试 SCET-3 大纲》、《全国英语等级考试大纲》。自测题难度各册依次递增，一到四册自测题的难度大体分别相当于四川省

大学英语二级考试、四川省大学英语三级考试、四川省学士学位英语考试、全国英语等级考试（三级）。

每册书均附有附录，包括两套自测题的参考答案和全册课本的总词汇表，在第一册后面还附有基础词汇表，供学习者检查自测结果和学习时查阅参考。

由于编者水平有限，教材中不足之处在所难免，希望本教材的使用者提出宝贵意见。

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Unit 1

Before You Read

It is said that brain is the most powerful computer in the universe. What do you think of it? Can you list some of the differences between a computer and a brain?

Text A

The Difference between a Brain and a Computer¹

The difference between a brain and a computer can be expressed in a single word: complexity.

The large mammalian brain is the most complicated thing, for its size, known to us³. The human brain weighs three pounds, but in that three pounds are ten billion neurons and a hundred billion smaller cells. These many billions of cells are interconnected in a vastly complicated network that we can't begin to unravel as yet.

Even the most complicated computer man has yet built can't compare in intricacy with the brain. Computer switches and components number in the thousands rather than in the billions. What's more, the computer switch is just an on-off device, whereas the brain cell is itself possessed of a tremendously complex inner structure.

Can a computer think? That depends on what you mean by "thinking". If solving a mathematical problem is "thinking", then a computer can "think" and do so much faster than a man. Of course, most mathematical problems can be solved quite mechanically by repeating certain straightforward processes over and over again. Even the simple computers of today can be geared for that.

It is frequently said that computers solve problems only because they are “programmed” to do so. They can only do what men have them do. One must remember that human beings also can only do what they are “programmed” to do. Our genes “program” us the instant the fertilized ovum is formed, and our potentialities are limited by that “program”⁴.

Our “program” is so much more enormously complex, though, that we might like to define “thinking” in terms of the creativity that goes into writing a great play or composing a great symphony, in conceiving a brilliant scientific theory or a profound ethical judgment. In that sense, computers certainly can’t think and neither can most humans.

Surely, though, if a computer can be made complex enough, it can be as creative as we. If it could be made as complex as a human brain, it could be the equivalent of a human brain and do whatever a human brain can do.

But how long will it take to build a computer complex enough to duplicate the human brain? Perhaps not as long as some think. Long before we approach a computer as complex as our brain, we will perhaps build a computer that is at least complex enough to design another computer more complex than itself. This more complex computer could design one still more complex and so on and so on and so on.

In other words, once we pass a certain critical point, the computers take over and there is a “complexity explosion”. In a very short time thereafter, computers may exist that not only duplicate the human brain--- but far surpass it.

(471 Word)

New Words and Expressions

mammalian /mæ'me iljən/ *a.* 哺乳动物的 *n.* 哺乳动物

neuron /'njuəron/ *n.* 中子, 神经细胞, 神经元

interconnect /intəkə'nekt/ *v.* to connect with one another (使) 互相联系

interconnected /*a.* 相互联系的

unravel /ʌn'rævəl/ *vt.* to resolve the intricacy, complexity, or obscurity of : clear up 阐明, 解决

intricacy /'intr ikəsI/ *n.* the quality or state of being intricate 错综复杂

- component /kəm'pəʊnənt/ *n.* a constituent part : ingredient 成分; 部分
- number /'nʌmbə(r)/ *v.* to reach a total number 总计, 共计; 数以……计
- tremendously /tr i'mendəsli/ *adv.* unusually large 极, 非常
- straightforward /streit'fɔ:wəd/ *a.* proceeding in a straight course or manner,
- direct 直截了当的, 简单明了的
- gear /giə/ *v.* to provide (as machinery) with gearing; to equip 装置,
- program /'prəʊgræm/ *v.* to arrange or furnish a program of or for 编程序
- fertilized /'fɜ:tilaizd/ *a.* 已受精的
- ovum /'əʊvəm/ *n.* / 生, 卵子, 卵细胞
- potentiality /pə'tenʃi'æliiti/ *n.* the ability to develop or come into existence 可能
性; 潜力
- enormously /i'no:məsli/ *adv.* marked by extraordinarily great size, number, or
degree 非常地, 巨大地
- define /di'fain/ *v.* to determine or identify the essential qualities or meaning of
定义, 详细说明
- compose /kəm'pəʊz/ *vt.* to create by mental or artistic labor 写作; 作曲
- symphony /'sɪmfəni/ *n.* 交响乐, 交响曲
- conceive /kən'si:v/ *vt.* to form a conception of; imagine 构想
- profound /prə'faʊnd/ *a.* having intellectual depth and insight 意义深远的, 深
刻的
- ethical /'eθikəl/ *a.* of or relating to ethics 伦理的, 道德的
- equivalent /i'kwɪvələnt/ *a.* equal in force, amount, or value 相等的 *n.* 等价物,
相等物
- duplicate /'dju:plikeit/ *vt.* to make a copy of ; make double or twofold 复制
- approach /ə'prəʊtʃ/ *v.* to come (or draw) very near to 靠近, 临近
- surpass /sə'pɑ:s/ *vt.* to become better, greater, or stronger than; exceed 越过,
超过
- compare with 与……比较
- rather than 胜于
- be possessed of to have 占有, 拥有
- at least 至少
- in other word 换句话说
- take over 接收, 接管

Proper Names

Isaac Asimov 艾萨克·阿西莫夫

Notes

1. This text is written by Isaac Asimov and taken from *100 Passages for Reciting of CET6* (edited by Wang Changxi) published by Xueyuan Publishing House in 2002.

2. Isaac Asimov (1920—1992): Russian-born American author, former professor of biochemistry at Boston University of Medicine, and author of more than 200 books.

3. The large mammalian brain is the most complicated thing, for its size, known to us. (paragraph 2): 考虑到它的大小, 大型哺乳动物的大脑是我们已知的最复杂的東西。本句为系表结构。

“known to us”后置定语修饰主句。

Our genes “program” us the instant the fertilized ovum is formed, ... (paragraph 5): the instant 为名词作连接词, 意为“.....的那一刻”, 引导时间状语从句。

Study and Practice

Reading aloud and enhancing the Language Sense

The difference between a brain and a computer can be expressed in a single word: complexity.

The large mammalian brain is the most complicated thing, for its size, known to us. The human brain weighs three pounds, but in that three pounds are ten billion neurons and a hundred billion smaller cells. These many billions of cells are interconnected in a vastly complicated network that we can't begin to unravel as yet.

Even the most complicated computer man has yet built can't compare in intricacy with the brain. Computer switches and components number in the thousands rather than in the billions. What's more, the computer switch is just an on-off device, whereas the brain cell is itself possessed of a tremendously complex inner structure.

Comprehension of the Text

Answer the following questions

1. What is the difference between a brain and a computer?
2. Can a computer think?

3. In what way does the writer say that computers and most humans can't think?

4. How long will it take to build a computer complex enough to duplicate the human brain, according to the writer?

5. Is there a possibility that computers which not only duplicate the human brain but surpass it exist, according to the author? And what is your idea about it?

Vocabulary

I. Fill in the blanks with words or phrases listed below, using the proper forms.

duplicate surpass conceive profound take over complex
approach unravel compare with define

1. Scientists first _____ the idea of atomic bomb in the 1930s.
2. The boy is trying to _____ his last year's success.
3. The result of the experiments _____ their hopes.
4. We had a _____ lesson in ideological education yesterday.
5. You should _____ your position in such matters.
6. Scientists have _____ the same problem from different angles.
7. It's very difficult for us to _____ that mystery now.
8. A computer is certainly a _____ machine.
9. If you _____ Marx's works _____ Hegel's, you'll find many differences.
10. The agency tried to _____ another company.

II. Fill in the blanks with words or phrases (with the first letters given) from the text that match the meaning in the column on the right.

- | | |
|------------|---|
| 1. a _____ | to come (or draw) very near to |
| 2. i _____ | the quality or state of being very complex |
| 3. s _____ | exceed; to become better, greater, or stronger than |
| 4. d _____ | make double or twofold |
| 5. p _____ | the ability to develop or come into existence |
| 6. c _____ | a constituent part; ingredient |
| 7. d _____ | to determine or identify the essential qualities or meaning |

8. p_____ having intellectual depth and insight
 9. i_____ to connect with one another
 10. c_____ to form a conception of; imagine

Word Building

Many adjectives ending in -able or -ible are derived from corresponding verbs, e.g.

acceptable ← accept movable ← move
 resistible ← resist defensible ← defend

Note that -able or -ible adjectives derived from transitive verbs often indicate a passive sense, meaning “able to be acted upon in such a way. There are, however, a few -able adjectives, formed from intransitive verbs, with an active meaning, such as *perishable* (able to perish), *variable* (able to vary)

Please explain how the following words are formed and give the verbs from which they are derived.

enjoyable ← regrettable ← changeable ← imaginable ←
 permissible ← breakable ← reliable ← applicable ←
 exhaustible ← workable ←

Now complete the following sentences with the adjectives listed above.

- There is no _____ information about the child who was missing almost a month ago.
- Jane's moods are as _____ as the weather in spring.
- We spent a very _____ evening talking about old times.
- It is wrong to think that natural resources are not _____.
- Are slang terms (俚语) _____ in a formal speech?
- The police admitted to having made a _____ mistake in arresting an innocent young man.
- Handle with care, please. These cups are _____.
- He had the greatest difficulty _____ in trying to persuade Tom to give up his plan.
- The young man didn't lose heart although his new system was still not _____.
- Are the research results _____ over a wide range of circumstances?