

普通高等教育“十一五”规划教材

Applied College English Book Two

应用型

大学英语教程

2

(第 册)

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普通高等教育“十一五”规划教材

# 应用型大学英语教程

(第2册)

国防工业出版社

·北京·

## 内 容 简 介

本书是《应用型大学英语教程》的第2册。按照《大学英语课程教学要求》的精神,本书旨在继续引导学生打好英语基础,突出听说和语篇阅读能力的培养,并为学生顺利通过大学英语四、六级考试和高等学校英语应用能力考试做好准备。本书分为10个单元。每单元均设预听说、主课文学习及与该课文相关的重点词汇讲练、语法结构讲练、写作能力训练及综合运用能力扩展5个部分。为实现上述目标教学,本书课文编写追求体裁多样、情趣盎然、人文与理工并重、经典与时文兼顾,并编排了与各单元主题相关的谚语警句、名人名言、幽默故事和背诵短文。考虑到学生通过多媒体和网络进行自主学习的需要,本书每单元最后设有 Study More on the Topic by Surfing the Internet,以促进学生学习,发挥创造性,扩大学习视野。本书内容精练,主题突出,活泼多样,寓教于乐。

本书可作为普通高等学校公共英语基础课教材。

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# 前言

2004年,教育部制定了《大学英语课程教学要求》,提出“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流”。

根据上述的教学要求,大学英语这门课程教学的中心任务,就是培养学生的“英语综合应用能力。”然而,这种综合应用能力的核心又是什么呢?语言教育学家海默斯(Hymes)从语言认知和语言教学角度出发,对乔姆斯基(Chomsky)提出的语言能力(language competence)的概念做了释义和扩展,认为语言交际能力(the communicative competence)具有四个组成部分,即可能性(possibility)——生成合乎语法的句子的能力;可行性(feasibility)——生成能够为人脑所理解的句子的能力;适宜性(appropriateness)——在具体的社会变化场合准确使用语言形式的能力;行事性(performance)——使用语言表达思想的行为或事物。后来,西方的一些语言教育学者和专家们就依据海默斯的观点,拟定出了相应的语言交际功能教学大纲、意念功能大纲和情景交际大纲等。迄今为止,在我国大学英语教育界,按照蔡基刚教授的说法,已经编出和推出了四代大学英语教材,而当前呼之欲出的该是第五代大学英语教材了。

对于第五代大学英语教材该如何编写,众多的名师大家意见不一。在我们这个人口众多的国家,大学入学新生的英语基础参差不齐。而目前市场上出现的大学英语教材,已有多种。虽然众多学者历尽艰辛,但对目前使用的教材,大家普遍的反映是练习编得越来越多,课本编得越来越厚,配套辅助教材多得无力应付,教师和学生都感到不堪重负。

然而,在普遍追求“大、洋、全”的趋势下,由于害怕完不成国家规定的教学要求,或担心迎合不了学生多学求新的市场购书愿望,很少有人敢违背这个趋势。本系列教材的编者们和我们众多的大学英语教学同仁,从自己的教学实践中感受到这种穷于对付“大、洋、全”的状况,再也不能继续下去了。因为,在普通高等学校里,按照全国统一教学要求,如继续使用当下一些大学英语教材,穷于对付过多的材料和拼命赶进度,实在无法达到预期的效果。这一形势迫使我们探索、着手编写适合于这些院校学生使用的应用型教材。

基于上述认识,经过在学生中进行调查研究,充分酝酿和讨论,我们统一了以下编写理念:

**1. 强调针对性,坚持少而精** 这套教材定名为《应用型大学英语教程》,其核心追求就是强调针对性,坚持少而精。真正的学问,追求的不在多,而在于“运用之妙,存乎一心。”根据这一理念,在本教材中,每个单元都设置了必背“口语常用句型”(Sentences for Imitation and Recitation)和必背段落(Passages for Recitation)。要求学生回答课文问题并进行双人对话和小组讨论。在课文的选择上,也坚持少而精,从第1册课文坚持500个英文词开始,到第4册最长的课文不得超过850词。每一单元的A、B、C三篇课文,练

习总量不超过 10 项。

2. **严格坚持选材标准,追求时文与经典结合** 我们确定的选材标准是,正式作为课文使用的素材必须是英语国家的作者在报刊、杂志、正式网络和书籍中公开出版发表过的文章。但听说、词汇学习或句型练习的素材则可适当放宽一些。在本系列教材所选择的 160 余篇课文素材中,时文约占 80%,包括环境科学和环境保护,饮食、营养与人类的健康、幸福;心理学、社会学;动植物生活;名胜旅游、运输车辆与计算机科学;商业与营销、公司或企业管理和 CEO 必备素质;未来社会发展预测等十几个方面。其余 20% 左右的文章,选自 Virginia Woolf 和 Bertrand Russell 等著名作家、学者,包括英美作家论述英语历史、英语学习方法、伦理道德、思维逻辑等类文章,希望这些课文对学生扩展知识、增强人文道德修养等方面具有感染作用,通过把英语作为一门语言课来学习,认识到英语世界和汉语世界一样,有着厚重的文化底蕴和精神文明根基。

3. **编写架构系统明晰,寓结构与功能为一体** 语言的核心是语音、词汇和语法三大要素。语言的使用和思想的交流寓于其文化之中。在目前以交际法和交际能力培养为主流的大学英语教学趋势下,语法教学似乎变得无足轻重了,这是由于四、六级考试中,grammar(或称 structure)方面的题目越来越少。但对普通院校的学生来说,语法学习不应被忽视。英国著名语言教育学者 Leech 在 1986 年的一次研讨会上就说过,“长期以来,语言教育界有关人士对语法的重要性没有给予必要的重视,致使语法没有得到它应当具有的重要地位。”(Dawei, 1987: 52) 我们非常同意这一观点。鉴于这一认识,我们在本教材中,以要点归纳和综合运用练习的方式对此做了适当的安排。本系列教材对词汇教学也给予了高度重视。根据教学大纲的精神,突出 2500 个左右的复用高频词的教学。每个单元都设有重点词汇和短语学习部分,以求通过本系列教材的 42 个单元,让学生对几百个最有生命力、搭配关系和词义引申头绪繁多的高频词能掌握得较为透彻。本系列教材第 3 册和第 4 册的每个单元还设有常用同义词和近义词意义与用法辨析部分,以求帮助学生学会正确使用这些词语,并逐渐意识到英语世界里同义词、近义词特别多的历史渊源。为了促进学生的词汇学习,本系列教材编选了大量的谚语、名言、顺口溜、绕口令、短对话、背诵警句,以求寓教于乐。

4. **横向扩展与纵向提高并举,知识技能输入循序渐进、布局合理** 紧紧扣住《大学英语课程教学要求》,让学生比较扎实地掌握听、说、读、写、译五项技能,其中特别强调听说训练。本书依照由浅入深、由简到繁、由易到难、由基础到应用的顺序,力求循序渐进、逐步加深、渐次增加难度。例如,本系列教材的汉译英练习,前三册书一直坚持只要求学生翻译句中的部分词语或半句话。本系列教材各册的重点也是以由易到难的顺序进行安排的。第 1 册突出口语基础训练,每个单元设 5 个人们见面使用频率最高的必背口语句子,强化基本的语音语调训练,强化英语基本句式和基础词汇的熟练运用。第 2 册把重点放在培养学生的阅读能力(由句段阅读理解水平向语篇阅读能力的过渡),并突出主要语法结构(即通常说的语法十大块,如时态与语态、虚拟语气、非谓语动词用法(独立主格结构)、连接词语和复合句、复杂句以及主谓一致、代词与所代名词的指代关系以及各种时态之间的呼应、照应和搭配关系)等应用能力的训练。在词汇教学方面,突出常用高频复用词的教学,在训练学生熟练掌握基本词汇上下功夫。第 3 册加强语篇阅读能力、快速阅读能力和翻译写作能力的训练,兼顾四六级考试听力理解和听写能力的培养,以求

有助于学生通过四、六级考试。第4册的重点放在职场求职和未来职业所需要的口笔头交际技能上,如求职面谈,求职应用信件写作,个人简历和自我性格、能力、爱好的陈述,以及对自己向往的企事业单位的看法和信念的描述等。但每个单元的主课文则仍然以全书内容的大中心大循环大系列为主脉,坚持以从语篇水平上强化和提高学生阅读理解能力和语言驾驭能力为中心。

**5. 辩证看待教学与考试关系,恰当处理教学与四、六级考试的关系** 对于四、六级考试,社会各界看法不一,但作为一种综合测试英语应用能力的手段,经过多年的改进,其效度具有客观性。有一篇题为《重要重访:国家从未要求把四、六级考试与学位挂钩》的文章中说,“根据国家教育部的一项调查:在实施四、六级考试前的80年代初,我国的大学生每分钟能达到读17个英语单词这样的阅读速度的人只有1/3,而大学英语四级考试的阅读速度是每分钟70个单词以上。而今能达到这一水平的大学考生已超过一半,何况还有听、写等要求,其进步的程度与十几年前真是不可同日而语。这几年的统计表明,全国重点大学本科生毕业时,四级通过率平均为62.4%以上,其中的一些学校接近100%。这些事实表明,四、六级考试对我国大学英语教学水平的提高确实起到了重要的推动作用。但是,无论是教育部还是全国大学英语四、六级考试委员会,从未硬性规定过高校必须参加这项考试,更没有要求过四级考试的成绩要和学位挂钩。”总体而言,全国规模的四、六级考试,作为一种能力考试,其积极、正面的作用是应当肯定的。尤其对普通高校学生来讲,通过这一考试,确实能体现其英语学习应达到的相应高度。为了帮助学生达到这一目的,本系列教材采取的应对策略是:加强基本词汇、语法结构、阅读技能和听力及写作的训练。例如在第2册和第3册中,设有专项的听力理解和听写练习、快速阅读理解练习(形式与考题形式一致)和写作、翻译练习。

**6. 发挥学生自主创新学习能力,与学生网上知识信息资源学习挂钩** 在编写这套教材的同时,我们也在筹建《应用型大学英语教程》校内学习网站,网址为 <http://www.yyx-english.zhbitwaiyu.com>,并在教程的每个单元专设一项为 Study More on the Topic by Surfing the Internet 的练习。教师在进行相应单元的教学时,还可根据学生的学习兴趣和学生身心发展需求的特点和愿望,帮助学生个人或小组,设计有特色的语言活动,开展小型学习专题研讨,发表不同见解。随着学生个人、学校、社会学习设备和网络资源的快速丰富,上网学习、搜索、开发和整合因特网、校园网、校际网上可供学习的资料,不仅可以促进英语课堂学习的成果,更可以极大地满足学生的求知欲望,使他们增强自学能力,养成好习惯,坚持终生进取。

本书在编写过程中,广泛听取了许多教师和同学们的意见和建议,反反复复地研讨方案。在宋天锡教授的策划和鼓励下,历经两年多时间,终于成书。在此,我代表编委会向所有参与编写此书和审稿的教授、专家们表示深切感谢!由于本系列教程首次出版,尚有不足之处,望不吝指正。

李鹏飞  
于北京理工大学

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# Unit One

## Central Topic of the Unit Dreams and Ambition

### Highlights of the Unit

Part I Listen, Read and Talk: Listen and Talk about Dreams and Ambitions

Part II Focus Reading: Bill Gates in His Boyhood

Writing Practice: Patterns for Presenting Facts or Situations(用于陈述事实或表明情况的句型)

Part III Further Reading: If the Dream Is Big Enough

Part IV Speed Reading: Great Goals Make You Stretch!

Part V Skills Expansion:

A. Listening Practice

B. Structure in Use: Subject+Verb Agreement(主谓一致)

C. Learn to Read and Retell the Funny Story

D. Study More on the Topic by Surfing the Internet

### **1** Part I Listen, Read and Talk



Listen and Talk about Dreams and Ambitions

#### I. Listening

*Listen to the following quotes or proverbs about dreams. Can you add more statements or sayings to the list?*

- Some men see things as they are and say why... I dream of things that never were and say why not. (George Bernard Shaw)
- Hold fast to dreams for if dreams die, life is a broken winged bird that cannot fly. (Langston Hughes)
- Those who think a great deal are very materialist because thought is matter. Thought is matter as much as the floor, the wall, the telephone, are matter. Energy functioning in a pattern becomes matter. (Krishnamurti Jiddu)

#### II. Discussion/Group work

*Think over the above proverbs or sayings you have just listened and read. What is your*

*APPLYING COLLEGE ENGLISH*

dream? You can use the expressions given below:

### Expressing Opinions

- I have a dream that...
- I once dreamed of being...

## 2 Part II Focus Reading



### Text A

#### Bill Gates in His Boyhood

1 As a child—and as an adult as well—Bill was untidy. It has been said that in order to **counteract** this, Mary **drew up** weekly clothing plans for him. On Mondays he might go to school in blue, on Tuesdays in green, on Wednesdays in brown, on Thursdays in black, and so on. Weekend meal schedules might also be planned **in detail**. Everything is arranged in time, at work or during his leisure time.

2 Dinner table discussions in the Gates's family home were always lively and educational. "It was a rich environment in which to learn," Bill remembered.

3 Bill's **contemporaries**, even at the age, recognized that he was **exceptional**. Every year, he and his friends would go to summer camp. Bill especially liked swimming and other sports. One of his summer camp friends recalled, "He was never a **nerd** or a **goof** or the kind of kid you didn't want in your team. We all knew Bill was smarter than us. Even back then, when he was nine or ten years old, he talked like an adult and could express himself in ways that none of us understood".

4 Bill was also well **ahead of** his classmates in mathematics and science. He needed to go to a school that challenged him to Lakeside—an all-boys' school for exceptional students. It was Seattle's most **exclusive** school and was **noted** for its **rigorous academic** demands, a place where "even the **dumb** kids were smart."

5 Lakeside allowed students to pursue their own interests, to whatever extent they wished. The school **prided itself on** making conditions and **facilities** available that would enable all of its students **to reach their full potential**. It was the ideal environment for someone like Bill Gates.

6 In 1968, the school made a decision that would change thirteen-year-old Bill Gates's life—and that of many of others, too.

7 **Funds** were raised, mainly by parents, that enabled the school **to gain access to** a computer—a Program Data Processor (PDP)—through a **teletype** machine. Type in a

few instructions on the teletype machine and a few seconds later the PDP would type back its response. Bill Gates was immediately **hooked**—so was his best friend at the time, Kent Evans, and another student, Paul Allen, who was two years older than Bill.

8 Whenever they had free time, and sometimes when they didn't, they would **dash over** to the computer room to use the machine. The students became so **single-minded** that they soon **overtook** their teachers in knowledge about computing, and **got into a lot of trouble** because of their **obsession**. They were **neglecting** their other studies—every piece of work was **handed in** late, and classes were cut. Computer time was also proving to be very expensive. Within months, the whole **budget** that had been **set aside** for the year had been **used up**.

9 At fourteen, Bill was already writing short programs for the computer to perform. Early games programs such as Tic-Tac-Toe, or Noughts and Crosses, and Lunar Landing were written in what was to become Bill's second language, BASIC.

10 One of the reasons Bill was so good at programming is because it is mathematical and logical. During his time at Lakeside, Bill scored a perfect eight hundred on a mathematics test. It was extremely important to him to get this grade. He had to take the test more than once in order to do it.

11 If Bill Gates was going to be good at something, it was essential to be the best.

12 Bill's and Paul's **fascination** with computers and the business world meant that they read a great deal. Paul enjoyed magazines like Popular Electronics, while Bill read business magazines. Computer time was expensive, and because both boys were **desperate** to get more time, and because Bill already **had an insight into** what they could achieve financially, the two of them decided to **set themselves up** as a company: The Lakeside Programmers Group. "Let's call the real world and try to sell something to it!" Bill announced.

(Words: 656)

By Jeanne M. Lesinski

### New Words

counteract  
[ˌkaʊntəˈrækt] *vt.*

to reduce or prevent the bad effect of something, by doing something that has the opposite effect 抵消,阻碍,中和

contemporary  
[kənˈtempərəri] *n.*

one of the same time or age 同龄人

exceptional [ɪkˈsepʃənəl] *adj.*

well above average; extraordinary 特殊的,很不同一般的

nerd [nɜ:d] <i>n.</i>	someone who seems only interested in computers and other technical things 书呆子
goof [gu:f] <i>n.</i>	an incompetent, foolish, or stupid person 傻瓜,无能的人
exclusive [iks'klusiv] <i>adj.</i>	not shared with others 专有的,排他的
noted ['nəutɪd] <i>adj.</i>	well known or famous 著名的
rigorous ['rɪgərəs] <i>adj.</i>	very severe or strict 严厉的,严酷的,严格的
academic [ækə'demɪk] <i>adj.</i>	relating to scholarly performance 有关学术表现的
dumb [dʌm] <i>adj.</i>	unintelligent; stupid 愚蠢的
facility [fə'sɪlɪtɪ] <i>n.</i>	(often <i>pl.</i> ) rooms, equipment, or services that are provided for a particular purpose 设施,设备
fund [fʌnd] <i>n.</i>	an amount of money that is collected and kept for a particular purpose 现金
teletype ['telɪtaɪp] <i>n.</i>	a trademark used for a teletypewriter 电传打字机
hook [hʊk] <i>vt.</i>	to take strong hold of; captivate 牢牢抓住,吸引
single-minded [ˌsɪŋɡəl-'maɪndɪd] <i>adj.</i>	having one clear goal 专注的,一心一意的
overtake [ˌəʊvə'teɪk] <i>vt.</i>	to catch up with 赶上,追上
obsession [əb'seʃən] <i>n.</i>	(with/about) a fixed idea from which the mind cannot be freed 迷住
neglect [nɪ'glekt] <i>vt.</i>	to fail to care for or attend to properly 忽视,疏忽
budget ['bʌdʒɪt] <i>n.</i>	a plan of how to spend the money 预算
fascination [fæs'neɪʃ(ə)n] <i>n.</i>	the state of being very interested in something 迷恋
desperate ['despərtɪ] <i>adj.</i>	needing or wanting something very much 急切的,极度渴望的
insight ['ɪnsaɪt] <i>n.</i>	(into) a sudden clear understanding of something or part of something 洞察力,见识

### Phrases and Expressions

draw up	拟定,起草
in detail	详细地
(well) ahead of	(大大地)领先于……

pride oneself on/in sth.	对……感到自豪
reach one's full potential	发挥全部潜力
gain access to	有(机会、手段、权力)得到/接近/进入
dash over	冲到
get into a trouble	惹麻烦
hand in	交上, 递交
set aside	留出, 节省出
use up	用尽, 用光
have an insight into	对……有洞察力
set up	建立, 创立

## Proper Names

Bill Gates 比尔·盖茨(1955—), 美国企业家、软件工程师、慈善家, 微软公司的董事长  
Lakeside School 湖畔中学, 位于美国华盛顿州西雅图的一所私立学校

Program Data Processor 程序数据处理机

Tic-Tac-Toe 三棋杀三子, 是一种数字益智游戏, 在  $3 \times 3$  的 9 个方格子, 每人下一次, 看谁先连成一行 3 个

Noughts and Crosses 画圈打叉游戏, 双方轮流在 9 个方格内画圈或打叉, 以先连成一线者为胜

BASIC (Beginner's All purpose Symbolic Instruction Code) 初学者符号指导代码大全,

BASIC 基础编程语言, 最简单的高级编程语言(计算机用语)

Popular Electronics 《大众电子》月刊

## Comprehension of the text

*Choose the right answer according to the text :*

- What is the main idea of the text?
  - How Bill Gates became rich.
  - How Bill Gates set up his Microsoft Company.
  - How Bill Gates learned computer.
  - How Bill Gates and his friends led his way to success.
- How did Bill's contemporaries think of him ?
  - They thought Bill was a nerd.
  - They thought Bill was a goof.
  - They thought Bill was outstanding.



- D. They thought Bill was a dumb boy.
3. What kind of school was Lakeside like in Seattle?
- A. Lakeside was the school which allowed students to pursue their interests.
- B. Lakeside was an all-boy school.
- C. Lakeside was the school which prides itself on making conditions and facilities available that would enable all its students to reach their full potential.
- D. All of the above.
4. What does “computer time was expensive, both boys were desperate to get more time” mean in the last paragraph?
- A. Bill and Paul felt hopeless because they didn’t have time to play computer games.
- B. Bill and Paul felt hopeless because they didn’t have money to buy a computer.
- C. Bill and Paul were willing to do anything to get more time.
- D. Bill and Paul were willing to do anything to get a computer.
5. What can we learn from the text?
- A. We young people should learn computer well.
- B. We young people should follow our interests.
- C. We young people should try every means to achieve our goal.
- D. We young people should learn something by heart.

***Read aloud and recite the following passage from Text A***

Bill’s and Paul’s fascination with computers and the business world meant that they read a great deal. Paul enjoyed magazines like Popular Electronics, while Bill read business magazines. Computer time was expensive, and because both boys were desperate to get more time, and because Bill already had an insight into what they could achieve financially, the two of them decided to set themselves up as a company: The Lakeside Programmers Group. “Let’s call the real world and try to sell something to it!” Bill announced.

**Stressed Words**

***Study the usage of the following words and translate the underlined part into English or vice versa.***

**exceptional** *adj.*

1. being an exception; uncommon 例外的, 不寻常的
- His Translation is exceptional in its poetic quality.  
他的翻译作品具有非凡的诗歌韵味。
  - The firemen showed exceptional bravery.



2. well above average; extraordinary 杰出的,非凡的  
他的记忆能力非常强。
- \_\_\_\_\_.

词性变化:

exceptionally *adv.*

- Exceptionally, in times of need, we may send a team of experts.  
在需要的时候,我们可以破例派一个专家小组去。

**exclusive** *adj.*

1. excluding or tending to exclude 排斥;倾向于排斥的
  - This is an exclusive white residential area.  
\_\_\_\_\_.
2. not accompanied by others; single or sole 单独的,唯一的
  - This bathroom is for the President's exclusive use.  
\_\_\_\_\_.
3. excluding some or most, as from membership or participation 限制甚严的,排外的(如在会员或参与资格方面)  
His brother belongs to an exclusive club.  
\_\_\_\_\_.

词性变化:

exclusive *n.*

1. a news item initially released to only one publication or broadcaster 独家新闻
  - The report was a Washington Post exclusive.  
\_\_\_\_\_.
2. an exclusive right or privilege, as to market a product 专有权
  - 专利权就是发明的专有权。  
A patent right is \_\_\_\_\_.

exclude *vt.* 排除; 拒绝

exclusion *n.* 排除

**overtake** *vt.*

1. catch up with 赶上,追上
  - The red car was pulling out ready to overtake.  
那辆红色汽车驶离车道准备超车。
  - 为了赶上你,我不得不走得很快。  
\_\_\_\_\_.
2. come upon unexpectedly; take by surprise 突然侵袭,突然降临于

APPLIED COLLEGE ENGLISH