

高等专科英语教程

(修订本)

读写本第二册

杨荣泉主编 姚云桥 马德昆 副主编

上海交通大学出版社

主 编 杨荣泉

副主编 姚云桥 马德昆

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本册编写者(按姓氏笔划排列)

尹协钧 张相铭

陈维真 姚云桥

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内 容 提 要

本书是按照国家教委最新颁布的《普通高等专科学校英语课程教学基本要求》编写的,侧重培养学生阅读和翻译的基本技能,体现了重视语言共核、语言规范和突出高等专科学校教学特点的精神,属文理工通用型教材。

本册共有 12 个单元,每个单元由课文、阅读材料 A 和 B 及阅读理解、词汇、语法结构、汉译英、完形填空、阅读技巧等 10 余项练习构成。另配有自测题、复习练习和两个附录。

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前 言

(修订本)

《高等专科英语教程》(修订本)是在《高等专科英语教程》(第一版)的基础上,严格按照国家教委 1993 年颁发的《普通高等专科英语课程教学基本要求》编写的。《要求》规定:普通高等专科英语课程教学的目的是,培养学生掌握必需的、实用的英语语言知识和语言技能,具有阅读和翻译与本专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下基础。“要求”对读、译、听、说和写能力都做了较为具体的规定。《要求》将普通高等专科英语课程教学分为两个阶段:第一阶段侧重培养学生阅读和翻译的基本技能,并传授掌握这些技能所必须的语言知识。第二阶段则侧重培养学生阅读和翻译与本专业有关的英文资料的能力。本教程就是供第一阶段使用的,强调语言共核,属文、理、工通用型。

为了实现要求规定的教学目标,本教程的设计是以读写本为核心,辅以听说本和泛读本。读写本和听说本各分三册,供三个学期使用。为了学生方便起见,泛读本的一、二、三册合订成一本。为了便于老师备课,还配有相应的录音磁带和教师用书。本书是读写本的第二册。全书有十二个单元,第六单元之后有一复习练习,第十二单元之后有一套自测题,供学生复习之用。书后有 3 个附录:短语表、词汇表及专用名词表,以便查找。每个单元由课文、阅读材料 A 篇和 B 篇及十五项练习构成。十五项练习分六大类:阅读理解练习、词汇练习、语法结构练习、汉译英练习、综合填空练习及阅读技巧练习。练习的编写紧扣课文,并严格按照《要求》的各项规定编写,突出重点,突出对学生语言能力的培养,而不单纯地传授语

言知识。在编写方法上,我们既采纳了现代外语教学理论中的交际法的某些观点,也采用了结构法和语法教学法的某些合理成份,而不是唯某一方法是从。重在培养学生使用英语的能力,以达到交际的目的。

在编写过程中,我们也注意到《要求》关于测试的规定:第一阶段和第二阶段教学结束时均应安排考试。第一阶段结束时将进行全国统考。在练习的编写上着重培养学生实际运用语言的能力,力求做到科学、客观、统一和标准化。

《高等专科英语教程》(修订版)主编为杨荣泉,副主编为姚云桥、马德昆。参加《高等专科英语教程》(修订版)第二册编写的有:尹协钧、张相铭、陈维真和姚云桥(按姓氏笔划排列)。

参加《高等专科英语教程》(第一版)第二册编写的有:方飞雷、朱毓华、汪解先和吴瑞芳。修订版的编者在此向他们表示衷心的感谢。

编者相信,通过修订版的编写,《高等专科英语教程》的实用性、灵活性及科学性有了进一步提高。为了使本《教程》不断完善,更好地为广大读者和教师服务,编者热切希望使用本书的老师和同学提出宝贵意见。

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Unit One

Text

Who Uses English?

There are two important meanings of the word "English" which we often confuse. The two meanings in question can be illustrated by the following statements:

A: He is English.

B: He speaks English.

Now of course we say "If A, then B," and this will not be denied. Indeed, it will still be true if we replace "English" in A and B by other words that can refer both to nationality and to language. "If he is French, he speaks French," and we may go on doing this in turn with "German," "Swedish," "Spanish," and many others. But this is not always true, and an attempt to continue with the experiment will soon help us to recognize the identification of nation and language, which causes a good deal of trouble in the world. One comes up against examples like these:

If he is Swiss, he speaks _____.

If he is Belgian, he speaks _____.

So far as English is concerned, the truth of "If A, then B" simply points out the fact that in England everybody speaks English. But for English people the truth of "If A, then B" is unfor-

tunate because they tend to identify the name of the language with the name of one of the peoples using it and often to think of English as the private property of the English. In other words, there is a danger in switching the argument to "If *B*, then *A*."

The desire to use language as a sign of national identity ("If *B*, then *A*") is a very natural one, and as a result language has played a large part in national movements. People have often felt the need to use their own language to show that they are different from others. This was true when the United States split off from Britain. At that time some patriots even suggested that the American should adopt Hebrew or Greek! In the end, as everyone knows, the two countries adopted the practical solution of carrying on with the same language they had used before. For 200 years Britain and the United States have shown the world that political independence and national identity can be complete without losing all the mutual advantages of a common language.

In other words, language is not necessarily the private property of those who use it, just as French is not the private property of French people, nor English of English people. English is spoken as a first language in the United States, in Australia, in New Zealand, in most of Canada, in certain nations of Africa, and in other areas of the world. It is unreasonable to regard any language as the possession of a particular nation, and with no language is it more unreasonable than with English. This is not to say that English is used by a greater number of speakers than any other language, for it is easily outnumbered in this respect by Chinese. But it is the most *international* of languages. A Dane and a Dutch person meeting in Rome will almost automatically find themselves speaking to each other in English. The pilots of

a Russian plane approaching Cairo will use English to ask for landing instructions. Malaysian lecturers use English when addressing their Malaysian students in Kuala Lumpur. To people in Africa, Asia, and South America, English is an important foreign language to master, not merely because it is the language of Britain or the United States, but because it provides ready access to world scholarship and world trade. It is understood more widely than any other language.

It's true, then, that a great many *people*— and a great many *peoples* — are involved in the use of English. Millions of men and women in four continents have English as their first language, and millions in every part of the world use it as their second or foreign language. This gives us some idea of the importance of English, and it shows both the United States and Britain that the language is not the possession of these two nations alone. It is also the property of the Canadian and the Indian, the Australian and the Nigerian. It belongs to all those who use it.

New Words

1. confuse /kən' fju:z/ *v.* 混淆, 弄错
2. illustrate /' iləstreit/ *v.* to show the meaning of sth. by giving related examples 说明, 举例
3. statement /' steitmənt/ *n.* 陈述, 声明
4. deny /di' nai/ *v.* refuse to accept (as true, as a fact) 否认
5. attempt /ə' tempt/ *v.* 尝试, 试图
6. identification /ai, dɪntifi' keɪʃən/ *n.* 等同, 识别
7. unfortunate /ʌn' fɔ: tʃənɪt/ *a.* 不恰当的, 不幸的
8. tend /tend/ *v.* 趋向; 照料
9. property /' prəpəti/ *n.* 财产
10. switch /swɪtʃ/ *v.* to change 转换, 变换

11. argument /'ɑ:gjʊmənt/ *n.* 争论; 论点
12. identity /ai'dentiti/ *n.* 同一(性); 一致
13. split /split/ (split, split) *v.* to divide into separate parts 分裂, 分离
14. patriot /'peitriət/ *n.* 爱国者
15. adopt /ə'dɒpt/ *v.* 采用, 采取; 收养
16. solution /sə'ljʊ:ʃən/ *n.* an act or way of finding an answer to a difficulty or problem 解决(办法)
17. mutual /'mju:tʃʊəl/ *a.* 共同的, 相互的
18. regard /ri'gɑ:d/ *v.* to consider 当作, 认为
19. possession /pə'zefən/ *n.* 占有物, 财产
20. outnumber /aut'nʌmbə/ *v.* be greater in number than 在数量上超过
21. automatically /ɔ:tə'mætikəli/ *ad.* 自动地, 无意识地
22. approach /ə'prəʊtʃ/ *v.* to come near or nearer (to) 向...靠近
23. merely /'miəli/ *ad.* only, simply 仅仅
24. access /'ækses/ *n.* 接近(或进入)的方法; 进入; 通路
25. scholarship /'skɒləʃɪp/ *n.* 学术成就, 学问; 奖学金
26. continent /'kɒnti'nənt/ *n.* 大陆, 大洲

Phrases and Expressions

1. in question 正被谈论的
2. refer to 指的是; 涉及
3. in turn 反过来; 依次
4. a great deal 大量的, 许多
5. come up against 碰到(困难、反对等); 发现
6. so (as) far as ... be concerned 就...而言
7. point out 指出; 指明
8. identify ...with 使等同于; 认为...一致
9. think of ...as 把...认为是
10. split off from 从...分裂; 从...分离
11. in the end 最后; 终于
12. ask for 要求; 向...要

13. a great many 极多;许多

Proper Names

1. Swedish /'swi:dɪʃ/n. 瑞典语 a. 瑞典(人)的
2. Spanish /'spæniʃ/n. 西班牙语 a. 西班牙(人、语)的
3. Swiss /swɪs/n. 瑞士人 a. 瑞士(人)的
4. Belgian /'beldʒən/n. 比利时人 a. 比利时(人)的
5. Hebrew /'hi:bru:/n. 希伯来(人、语)
6. New Zealand /nju:'zi:lənd/n. 新西兰
7. Dane /deɪn/n. 丹麦人
8. Dutch /dʌtʃ/n. 荷兰语;荷兰人 a. 荷兰(人、语)的
9. Cairo /'kaɪərəu/n. 开罗(埃及首都)
10. Malaysian /mə'leɪʃən/n. 马来西亚人 a. 马亚西来(人)的
11. Kuala Lumpur /'kwɑ:lə'lumpuə/ n. 吉隆坡(马来西亚首都)
12. Nigerian /nai'dʒɪəriən/n. 尼日利亚人 a. 尼日利亚(人)的

Reading Comprehension

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

1. All of the following is true except that _____.
 - A) If he is German, he speaks German
 - B) If he is Swedish, he speaks Swedish
 - C) If he is Belgian, he speaks Belgian
 - D) If he is Spanish, he speaks Spanish
2. According to the author, the English people are unfortunate in a sense that _____.
 - A) their language is studied by other nations
 - B) the English language will cause the confusion of their national identity
 - C) English is the first language of many people
 - D) the English language is not as good as it used to be
3. According to the text, which of the following statement is false?
 - A) Language is often regarded as a sign of national identity.

- B) Language is the only sign of political independence.
- C) National movement may occur as a result of a language problem.
- D) Each nation tends to show that she is different through language.
4. It is most unreasonable to consider English the private property of English people because _____.
 A) it is spoken by the majority of people in the world
 B) it is a foreign language to many people
 C) it is understood by everyone
 D) none of the above
5. The fact that the Americans still use English shows that _____.
 A) the Americans do not have their own language
 B) the British still insist that the Americans use English
 C) national identity can not be achieved without a native language
 D) the use of English can be of benefit to the Americans
6. From the text we learn that English is used _____.
 A) for world trade. B) for international navigation.
 C) for the medium of instruction. D) for all of the above.
7. The main idea of the text is that _____.
 A) the word English has two meanings
 B) people should learn as much English as possible
 C) language is the private property of certain countries
 D) English belongs to all those who use it
8. English is the first language of all the following countries except _____.
 A) the United States and Britain.
 B) Australia and New Zealand
 C) certain nations of Africa.
 D) Canada and Malaysia.
9. The expression "a great many peoples" refers to _____.
 A) both men and women.
 B) people of different age.
 C) people of different nations.

D) a great number of people.

10. The word "possession" in the last paragraph means _____.

A) personal belongings

B) private property

C) individual ownership

D) cultural product

I . Answer the following questions :

1. What are the two important meanings of the word "English" that are often confused?
2. What other examples does the author give of the words that refer to both nationality and language?
3. What nationalities does the author mention that cannot be identified with a single language? Why can't they?
4. What does the author mean by "the most international of languages"?
5. Is French the private property of the French People? Why?
6. What language has a greater number of speakers than English?
7. What is the difference, then, in the way English and Chinese are used around the world?
8. People around the world learn English "not merely because it is the language of Britain or the United States." What is the more important reason for learning English, according to the author?
9. What is first language, second language and a foreign language?
10. According to the author, what is the relationship between language and political independence?

Exercises

Vocabulary

I. Choose the definition from Column B that best matches each underlined word or phrase in Column A.

A

B

- | | |
|---|--|
| 1. <i>in turn</i> | a. meet |
| 2. <i>cause a great deal of</i> trouble | b. a lot of |
| 3. <i>come up against</i> examples like these | c. one after another |
| 4. <i>identify</i> | d. have much influence on |
| 5. <i>the private property of</i> | e. separate |
| 6. <i>play a large part in</i> national movements | f. this does not mean that... |
| 7. <i>split off</i> from Britain | g. something that belongs to one person or one group |
| 8. <i>carry on with</i> the same language | h. continue to use |
| 9. <i>this is not to say that</i> ... | i. consider as being the same |
| 10. <i>provide ready access to</i> | j. open doors to |

IV. Fill in the blanks with the words or expressions given below. Change the forms if necessary:

as a result	confuse	deny	in other words
in the end	involve	just as	refer to
		so far as	tend to

1. I soon found that the work I was doing had already been done by someone else — _____, I was wasting my time.
2. He _____ get angry when people disagree with him.
3. He broke his leg. _____, he will have to be away from school for two or three months.

4. The word "Swiss" does not _____ language but nationality, nor the word "Belgian".
5. At first he opposed the marriage but _____ he gave his consent.
6. The earth goes around the sun _____ the moon goes around the earth.
7. The discovery of a law of nature may _____ many experiments and much analysis and thought.
8. The prisoner _____ the charges against him.
9. The gerund must not be _____ with the present participle.
10. _____ I know, no one there has the slightest intention of doing that.

V. Find in the text the word or expressions which fit the following descriptions.

1. explain and make it clear by using examples _____.
2. be greater in number _____.
3. coming near to _____.
4. continue to do _____.
5. manage to understand completely _____.
6. consider _____.
7. mechanically _____.
8. something that puts one in better position _____.
9. not always _____.
10. turn or shift _____.

VI. Study the phrasal verbs below and then complete the following sentences with them. Change the form if necessary.

give away — let other people know

give back — return

give in — surrender

give off — send out

give out — hand out

give up — stop doing

give onto — open onto

1. The thief _____ the wallet to its owner when he was caught red-