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英语

主编 刘振前 张秀丽

ENGLISH

山东人民出版社

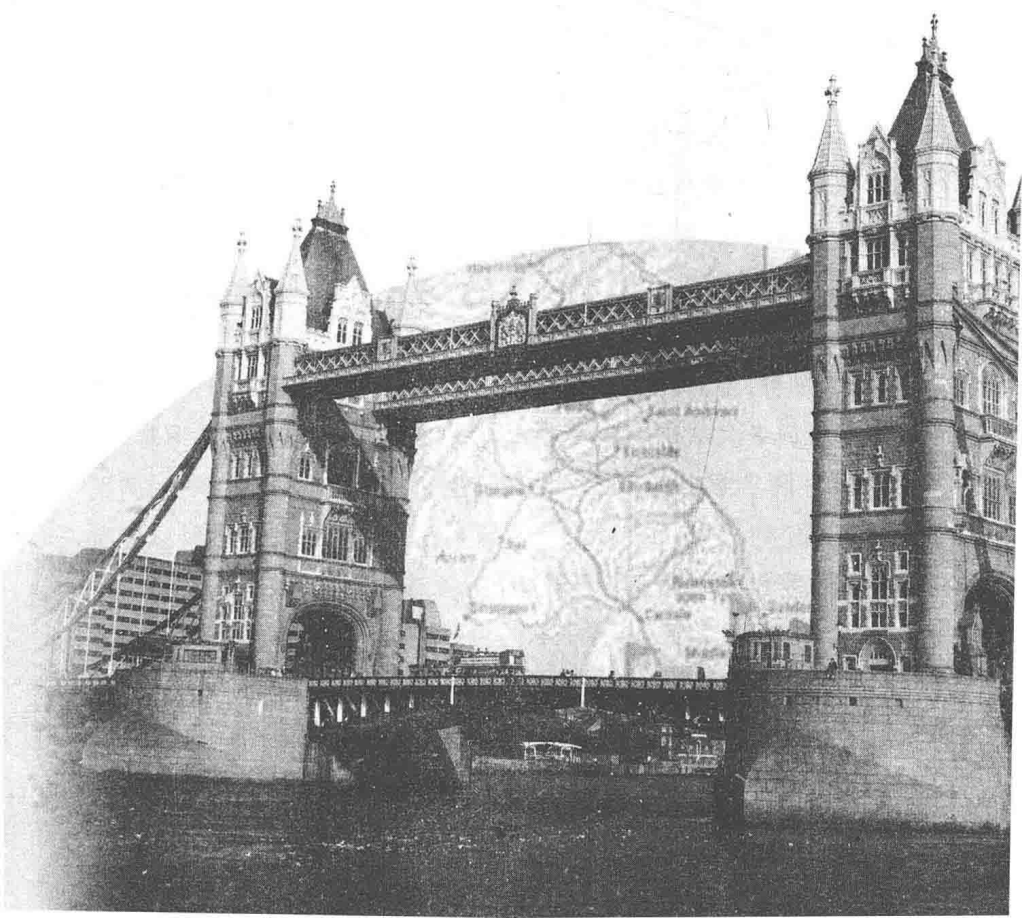


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图书在版编目(CIP)数据

英语. /2 刘振前, 张秀丽主编. —济南: 山东人民出版社, 2003. 10(2016. 1 重印)

ISBN 978 - 7 - 209 - 03323 - 7

I. 英… II. ①刘…②张… III. 英语—高等教育—自学考试—自学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 092527 号

英语 2

刘振前 张秀丽 主编

山东出版传媒股份有限公司

山东人民出版社出版发行

社 址: 济南市经九路胜利大街 39 号 邮 编: 250001

网 址: <http://www.sd-book.com.cn>

发行部: (0531) 82098027 82098028

新华书店经销

莱芜市华立印务有限公司印装

规 格 32 开(140mm × 203mm)

印 张 10.75

字 数 300 千字

版 次 2003 年 10 月第 1 版

印 次 2016 年 1 月第 10 次

ISBN 978 - 7 - 209 - 03323 - 7

定 价 20.00 元

如有质量问题, 请与印刷厂调换。 电话: (0634) 6216033

主 编 刘振前, 张秀丽

副主编 李桂春 华 东

编 者 (按姓氏笔画)

冯春环 华 东 刘扬锦 刘振前

李桂春 张秀丽 高 强

前 言

《英语》(二)是根据自学考试指导委员会制订的《英语自学考试大纲》编写的教材,供专科起点本科段非英语专业学生使用。

根据大纲规定,大学英语的教学目标是熟练地掌握英语基础知识和语言基本技能,进一步提高阅读能力,培养听、说、写、译的能力,为获取专业信息和进一步提高英语水平奠定基础。为了达到上述目的,我们在教材的编写过程中,突出了以下特色:

首先,鉴于自学者时间比较紧,我们对教材的篇幅做了适当的压缩。同时,由于本教材针对的对象是各个专业的学生,所以对课文内容做了适当搭配,尽量少用专业性过强的语言材料,因此总体内容难度有所降低。

其次,所选语言材料题材广泛,多数与学习者的生活或者所关注的问题密切相关,内容包括:英语语言学习、文化、人生、情感、对学习的态度、求职择业等。值得注意的是,本书还有一个单元专门讨论时间管理问题,学习者不仅可以学习到语言知识,还能够学习到自我管理的技能。

第三,A、B两篇课文题材类似,便于复习和巩固所学习的知识。

第四,注释中不仅包括词汇和语法难点,还增加了对一些文化现象的解释,使学生在潜移默化中学习英语的语言与文化。

最后,由于自学者绝大多数都是成年人,语法在其英语学习中起重要作用,所以本书中重视语法讲解。同时,为了培养学生的翻译能力,

本书中还重点介绍了常见的英语翻译方法与技巧。

然而,无论编者如何若心孤诣,结果能否成功,在很大程度上取决于学习者个人努力的程度和使用的学习方法。因此,在这里有必要谈一谈学习方法问题。

首先,英语并非像某些人所想像的那样,高不可攀,根本学不会。因此,不能有畏难思想。同时,英语学习亦无捷径可走,不走弯路就是捷径,所以切莫有投机取巧的心理。

第二,英语单纯靠一本教材是学不好的,但是首先要把教材学好,然后选一些适合自己的读物进行阅读,同时多听多练。

第三,切莫忽视背诵的作用。由于种种原因,一谈起背诵,多数人总将它与机械记忆相提并论,似乎教育的失败都归咎于背诵。其实不然。由于我们学习英语缺乏自然语言环境,只有通过背诵来弥补。建议每一课都选一些段落出来,反复朗读,直到能够背诵。每天背诵至少5至10行,持之以恒,日积月累,英语水平肯定能够得到提高。

最后,不要忽视语法的作用。建议能够自己读一本目前流行的语法教材,对自己所学习的语言知识进行重新梳理,这样对语言水平,尤其是写作水平的提高有很大帮助。

本书在编写的过程中得到山东省高等教育自学考试委员会邢方先生和山东大学外国语学院李学珍教授的指导和帮助;另外,在本书的编写过程中还参考了张培基等教授主编的《英汉翻译教程》和王治奎教授的《大学英汉翻译教程》,使用了书中的一些例句。在此一并表示最诚挚的感谢。

编写者

2003年9月

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Unit 1

Text A

How Difficult Is English?

Like the national push for Asian literacy in Australia, there has been foreign languages fervor in China, with English on top of the list. English is not only taught at schools, colleges and universities, but also at evening classes, on radio and TV. Parents hire private tutors for their school children; adult English learners would sacrifice the weekend at an English corner in a public park practicing their spoken English with people of the same interest and determination. Is English such a difficult language that it really demands people to invest a large amount of time and energy before it is mastered? The answer, if I am asked to offer, is undoubtedly, yes.

From my personal experience, I think learning English means far more than learning its pronunciation, its grammatical rules, its words, etc. It involves learning everything about the countries where it is used and the people who use it. Without such a complete understanding of the language, the English a foreigner speaks will inevitably sound strange or even unintelligible though there is not anything wrong with his pronunci-

ation, sentence structure and the words he uses.

The social customs and habits of the English-speaking people contribute a lot to the difficulty a foreigner has in learning it. Take the Chinese English learners for example. "Hello" and "Good morning" may sound a little bit simple to Chinese people. It is totally beyond the understanding of a Chinese English learner that native English speakers would be annoyed when they're addressed "Where are you going?", which is a commonly used addressing among the Chinese. Is there anything wrong with the English sentence structure? Of course not. It takes quite some time for a Chinese English learner to understand the western concept of privacy being violated in this address. By the same token, "Have you eaten?" (which is another addressing term the Chinese people usually use) will sound to native English speakers that the Chinese are so hospitable that they invite people to meals off-handedly. Meanwhile, the Chinese would be shocked to hear, "Oh, it's very nice of you. When?", if the addressee happens to have a craving for Chinese cooking and has not had his dinner yet.

"We can say we are going to have chicken for dinner. Why can't we say pig, bull or sheep for dinner instead of pork, beef or mutton?" Chinese English learners may raise such questions. Figuring out the reasons for the peculiar English vocabulary is no easy task for Chinese English learners. But the problem is that memorizing English words mechanically would be devastating and inefficient if they did not know what had happened in British history. Thus learning English (and other languages as well) involves learning the history of the countries where it is spoken. A task of this kind is more difficult for Chinese English learners than for people who speak a western language other than English because Chinese has nothing in common with the alphabetic English and China had little contact with the Western world in modern history. Consequently, the background knowledge of English fascinates large numbers of interested

and determined English learners in China but at the same time disheartens quite a few.

The Western and Oriental values are found to be in confrontation in learning English. Native English speakers may complain about Chinese confusion when using “he” and “she”, for the two words sound the same, though, different in written forms in Chinese. As a result, some native English speakers conclude that the Chinese are unable to tell the difference between the two sexes. But native English speakers are more gender blind than the Chinese when they mention their cousins. The confusion caused by the confrontation of Western and Chinese values, to a certain extent, affects the Chinese English learner’s comprehension of what he/she reads and hears. Only by developing an understanding and tolerance of different cultural values can a Chinese English learner reach the goal of communicating with native English speakers.

A Chinese English learner could not have a good command of English unless he overcomes the cultural barriers (not all, of course!) in learning English. Many Chinese translate what they think about in Chinese into English when they talk or write. This kind of English inevitably affects the fluency and flow of speech, the amount of information conveyed, and, above all, the quality of communication.

The above is, not wholly, how difficult English is. Some native speakers might have said, “You foreigners don’t use good English!” at the time a foreigner fails to understand what he is saying. “Why should I?” I would protest, though. Still, I have to keep asking myself: Is it possible for a foreigner to command English?

Notes

1. Asian literacy, 亚洲语言。澳大利亚政府规定, 日语、汉语、朝语和印

尼语为澳大利亚小学生必修课程。任何小学生必须挑选以上四种亚洲语言中的一种作为第二或第三外语。

2. ...if the addressee happens to have a craving for Chinese cooking and has not had his dinner yet.如果听话者此刻正希望品尝一下中国美食,而且又碰巧没有吃饭。addressee 听者,受话者。词缀 -ee 表示受事者。例如:employee, 雇员;trainee, 受训练人。
3. Figuring out the reasons for this peculiar English vocabulary is no easy task for Chinese English learners. 对学习英语的中国人来说,要为这些特殊的英语词汇找出理据并非易事。此处 no 表示与句中所提到的截然不同的情况。例如:

Toby is no fool.

托比决不是傻瓜。

试比较:Tony is not a fool.

托比不傻。

no 是形容词,用在名词前,意为“not a”或“not any”,如:

He has no (= doesn't have a) child.

他没有孩子。

There is no (= not any) water in the cup.

杯子里没有水。

其他情况下用 not,尤其在 a, all, many, much 和 enough 之前,例如:

Not many tourists come here.

来的游客不多。

There is not enough food for all of us.

我们食物不足。

4. ...memorizing English words mechanically would be devastating and inefficient if they did not know what had happened in British history.如果不懂英国历史,死记硬背英语单词毫无效率。devastating 破坏性的;inefficient 效率低的。此处指死记硬背英语单词其害无穷。注意这句话用了虚拟语气,表示与现在事实相反。(关于虚拟语气,参见本单元的语法部分。)

5. ...people who speak a western language other than English... 非英语国家的西方人…… other than 或者 other + n. + than 不同于…… 例如:

You will have time to visit other places than those on the agenda.
你会有时间参观议程以外的地方的。

other than 的另外一个意思是“除了”。例如:

All parts of the house other than the windows were in good condition.
除了窗户外,房子的其他部分都很好。

6. But native English speakers are more gender blind than the Chinese when they mention their cousins. 但是在涉及表亲的时候,母语是英语的人更容易混淆性别。gender blind 意为“分不清性别,男女不分”。

7. Only by developing an understanding and tolerance of different cultural values can a Chinese English learner reach the goal of communicating with native English speakers. 学习英语的中国人只有增加不同文化之间的理解和宽容才能达到与英语母语者交流的目标。Only 放在句首修饰状语,要引起句子部分倒装。(关于倒装,参见本书第5单元的语法部分。)本句中句子的主语是 a Chinese English learner, 谓语部分是 can reach...

Only in this way can you hope to improve the situation there.

只有这样你们才有希望改善那里的局势。

New Words

fervor ['fə:və] *n.*

热烈, 热诚, 热情

private ['praɪvɪt] *adj.*

私人的, 个人的

tutor ['tju:tə] *n.*

家庭教师, (英国大学里的)导师

sacrifice ['sækrɪfaɪs] *vt. & vi.*

牺牲, 献出

n.

牺牲, 牺牲品

determination [dɪ,tə:'mi'neɪʃən] *n.*

决心, 决定

| | |
|--|------------------|
| amount [ə'maʊnt] <i>n.</i> | 总数, 总量 |
| <i>vi.</i> | 合计, 等于 |
| master ['mɑ:stə] <i>vt. & n.</i> | 掌握 |
| undoubtedly [ʌn'dautidli] <i>adv.</i> | 毫无疑问地, 十分肯定地 |
| unintelligible [ˌʌnɪn'telɪdʒəbl] <i>adj.</i> | 难理解的, 晦涩的 |
| annoy [ə'nɔɪ] <i>vt.</i> | 使烦恼, 打扰 |
| address [ə'dres] <i>vt.</i> | 向……讲话; 写信给……; 称呼 |
| concept ['kɒnsɛpt] <i>n.</i> | 概念, 观念 |
| privacy ['praɪvəsi] <i>n.</i> | 隐私 |
| token ['təʊkən] <i>n.</i> | 标志, 象征, 符号 |
| hospitable ['hɒspɪtəbl] <i>adj.</i> | 好客的, 热情的 |
| off-handedly [ɒ(:)f'hændɪdli] <i>adv.</i> | 随即, 事先无准备地 |
| meanwhile ['mi:nwaɪl] <i>adv.</i> | 当时, 同时 |
| shock [ʃɒk] <i>vt. & vi.</i> | (使)镇静, (使)震动 |
| <i>n.</i> | 震惊, 震动 |
| addressee [ˌædre'si:] <i>n.</i> | 听者, 受话者 |
| craving ['kreɪvɪŋ] <i>n.</i> | 渴望, 热望 |
| raise [reɪz] <i>vt.</i> | 提出, 养育 |
| vocabulary [və'kæbjʊləri] <i>n.</i> | 词汇; 词汇量, 词汇表 |
| memorize ['meməraɪz] <i>n.</i> | 记忆 |
| mechanically [mi'kænikəli] <i>adv.</i> | 机械地, 僵死地 |
| devastating ['devəsteɪtɪŋ] <i>adj.</i> | 破坏的, 劫掠的 |
| inefficient [ˌɪni'fɪʃənt] <i>adj.</i> | 低效的, 效率低的 |
| alphabetic [ˌælfə'betɪk] <i>adj.</i> | 拼音文字的 |
| contact ['kɒntækt] <i>n.</i> | 接触, 联络 |
| [kən'tækt] <i>vt. & vi.</i> | (使)接触, (与……)联系 |
| fascinate ['fæsɪneɪt] <i>vt.</i> | 迷住, 强烈地吸引住 |
| dishearten [dis'hɑ:tən] <i>vt.</i> | 使人丧失信心, 使人沮丧 |
| oriental [ˌɔ:ri'entl] <i>adj.</i> | 东方的 |
| confrontation [ˌkɒnfrʌn'teɪʃn] <i>n.</i> | 对抗, 冲突 |

| | |
|--|----------|
| confusion [kən'fju:ʒən] <i>n.</i> | 混乱, 混淆 |
| gender ['dʒendə] <i>n.</i> | 性别 |
| mention ['menʃən] <i>vt. & n.</i> | 提及, 提到 |
| tolerance ['tɒlərəns] <i>n.</i> | 容忍, 宽容 |
| goal [gəʊl] <i>n.</i> | 目标, 目的 |
| command [kə'mɑ:nd] <i>n. & vt.</i> | 掌握, 把握 |
| overcome [ˌəʊvə'kʌm] <i>vt.</i> | 克服 |
| barrier ['bæriə] <i>n.</i> | 妨碍物, 障碍 |
| fluency ['flu(:)ənsi] <i>n.</i> | 流利 |
| wholly ['həʊli] <i>adv.</i> | 完全地, 整体地 |

Word Study

1. sacrifice

vt. 用……作祭品

In some countries, animals are sacrificed to a god.

在一些国家, 动物被用作祭品献给神。

The ancient Greeks sacrificed lambs before engaging in a battle.

古希腊人在出战前要把羔羊作为祭品。

vt. 牺牲, 献出

We decided to sacrifice the trip for a new car.

我们决定把这次旅游的钱省下来买辆新车。

He sacrificed a promising career to look after his handicapped daughter.

他牺牲了光明的前程来照顾残疾的女儿。

n. 祭品, 祭献

They offered a pig as a sacrifice.

他们把一头猪作为祭品。

A lamb was offered in sacrifice.

一只羔羊被当作了祭品。

n. 牺牲, 献出

Parents often make sacrifices for their children.

父母经常为孩子作出牺牲。

Our teacher doesn't approve of any sacrifice of studies to sports.

我们的老师不赞成牺牲学习去做运动。

2. invest

vt. & vi. 投资

I have invested all my money in this company.

我把所有的钱都投到这家公司了。

If I had any money to invest, I would invest it in that land.

我要有钱投资, 我就投到那片地中去。

The best choice is to invest in a business enterprise.

最佳选择是投资于企业。

vt. 用于引申意义, (把时间等)用在

Everyone should invest some time in community service.

每个人都应该花点时间为社区服务。

He invested a lot of time in trying to help those homeless children.

他投入了大量的时间帮助那些无家可归的孩子。

3. amount

n. 金额, 一笔(钱)

Please pay the full amount.

请全额付款。

n. 数量(多和不可数名词连用)

A large amount of damage was done in a very short time.

短时间内破坏量很大。

He must often memorize large amounts of material.

他必须经常记忆大量的材料。

vi. (某数量)达到……之多(多和 to 连用)

My income for that month amounted to \$ 11, 120.