

NEW CENTURY ENGLISH

新世纪 英语 2

主 编 李 寄 石云龙



南京大学出版社

New Century English

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前 言

《新世纪英语》是依据《大学英语教学大纲(文理科用)》、《大学英语教学大纲(理工本科用)》，针对中国学生学习英语的特殊困难编写而成的大学英语阅读教材。本教材重视英语语言基础训练，熔精读、泛读、快速阅读于一炉，保证了文、理、工科的通用性，适用于文、理、工科各类院校，也适合具有中级英语水平的读者自学。

《新世纪英语》分为四册。第一册侧重语言基础训练，照应了中学至大学英语学习的衔接；第二册侧重各种技能的操作及综合阅读水平的提高；第三册则提供有一定深度和广度的阅读材料测试技巧的训练及应试水平的提高；第四册编选了部分英美名家的篇什，以便读者得窥纯正英语的堂奥。各册有所偏重，自成一体；又相互呼应，形成整体。读者可根据自己的实际情况，灵活选择使用。

本册为《新世纪英语》第二册，供大学英语二年级学生使用。全书共 15 个单元，每单元分为 Text A 和 Text B 两部分。Text A 为教材的主体，供读者研读操练。Text B 可作快速阅读处理，可根据需要限时完成阅读及随后的练习。

15 个单元中的 30 篇文章均选自英美书刊教材，语言素材新颖地道。选材时我们注意了文章的合宜性、趣味性、知识性和启发性。文章难易适度，梯度明显。

生词释义采用英汉结合的方式，作为第一册生词汉注与第三册生词英注的过渡。

在练习安排和编写中，我们尽量做到既重点突出，又简明扼要。课文理解主要采用多项选择和对错选择两种通用形式，便于

考察读者阅读判断能力。词汇练习的重点是课文中出现的常用单词和词组的操练和巩固,同时兼顾相关常用单词和词组的练习,以便举一反三,扩大读者视野。词汇辨析练习旨在帮助读者注意近义词在意义和用法上的细微区别,便于读者准确理解、正确使用。在构词练习中,采用了英美教材中常用的选择正确形式填空,使读者对同一词根单词的各种形式一目了然,又提供了供操练的具体语境,避免了提供常用词根、词缀做法的单调乏味。短语动词是英语特有的一种词汇结构,是英语学习的重点和难点。我们在每个单元中都安排了两个短语动词的操练。本册共操练了 30 个短语动词,涵盖了最基本的动词如 put, give, get 等所构成的常用短语动词,具有系统性、归纳性和操作性。在练习的最后,我们安排了广为师生欢迎的完形填空,为读者学习英语写作做了必要的铺垫

如何使英语教材丰赡厚实,又不显累赘滞重;如何使之对教学实践既有指导约束作用,又给教学留下充分个性发挥的空间;如何体现语言知识传授与教学操作的最佳结合点,这些都是我们在本教材编写中认真思考的课题,也是我们孜孜以求的目标。得与失,优与劣,留待读者与专家评判指正,以利今后修订提高。

南京大学图书馆的罗岚同志为本书的编写搜集了大量的资料并参加了部分编写工作。

编 者

1995 年 7 月

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Text A

Learning Skills for Reading

What is reading? How do you read? There are many parts to the answers to these questions. We know that there are words on a page and that we use these words to understand ideas. However, there is more to reading than just words.

Reading is a process, a series of actions that are related to each other. The first thing that all of us do (as readers) is to predict. We guess what the subject will be. We read the title, look at pictures, and perhaps read the first sentence or two. We use these predictions to anticipate the information of the reading. For example, if you need information about map reading, you go to the library to find books. Which of these books would you choose? Which is the best?

A Traveler's Guide to Asia

How to Understand Maps
The Plants of South America
The Geography of the World
The Best Restaurants of Europe
Australia — the Original Land
What to See in Africa

Do you think any of the other books would help you with map reading? Most of them are books about other places. You know from the titles of the books. You use your experience to choose a book. In the same way, your experience helps you in reading. You guess the meaning of the next sentence. Predicting is a part of the reading process.

The next step in the reading process is "testing". As we read, we check the ideas that we made before reading. We all do this testing very fast — so fast that we do not really think about it. If the sentences and ideas are what we expected, we continue reading. If the ideas are not what we expected, we change our own ideas. Then we go on to the next sentence. The reading process is a repetition of these steps.

Readers also use many other skills besides anticipating. Rapid reading, for example, is an important skill. It is especially important for students to learn to read quickly and with understanding. There is another part of the skill of fast reading. It is choosing the right speed. A person might want to read a newspaper fast. He or she is reading only for general information and can slow down anytime. However, the introduction to a textbook will need more attention and closer, more careful reading. Being able to change the reading speed is, therefore, necessary.

Skimming, scanning, and surveying are all kinds of rapid reading. They have different purposes. Skimming and scanning are reading very fast while looking for a piece of information. For example, you might read for a particular name or a date in a history lesson. Surveying, also fast reading, is reading to understand

the structure of an article, how it is "built." Many readers survey everything that they plan to read. By surveying, they know the order or sequence of parts. Good readers use this skill as part of anticipating.

The other reading skills are all related to understanding. One is understanding the main idea of a part of an article or of the whole reading. Most paragraphs (but not all, unfortunately) have a main idea. All the other ideas are part of the most important thought. For studying well, students must be able to extract (to pull out) the most important ideas of their books and remember them.

Understanding vocabulary from context and learning other ways to figure out the meanings of words form an important reading skill, too. It is learning how to find clues and use them to understand the new words without having to look each one up in a dictionary.

Another reading skill is understanding sequences. A sequence is an order of events. In other words, it is sometimes necessary to know what happened first, what was second, what happened next, and what happened last.

The last reading skill is making inferences and drawing conclusions. This skill is using the information to make other statements about the subject. Drawing conclusions means making inferences after reading. Readers who understand an article also understand the added meanings. For example, if a story tells the readers that a person needs a warm heavy coat because of snow, the reader knows that the weather is cold. Another inference is that the season is winter.

Learning reading skills can help you as a student. You need to be able to read well. Students who can practice reading skills can learn to be better readers and more successful students.

New Words and Expressions

process /'prəʊses/ *n.* course
过程, 进程

series /'siəri:z/ *n.* a group of
things of the same kind 系
列

related /ri'leitid/ *adj.* con-
nected 相关的

predict /pri'dikt/ *vi.* say,
tell in advance 预言, 预告

subject /'sʌbdʒikt/ *n.* sth.
(to be) talked or written
about 题目; 学科

title /'taɪtl/ *n.* name of a
book, poem, picture etc.
标题; 书名

prediction /pri'dɪkʃən/ *n.*
the act of predicting 预言

anticipate /æn'tɪsɪpeɪt/ *vt.*
expect 期望

traveler /'trævlə/ *n.* a per-
son on a journey 旅行者

restaurant /'restərənt/ *n.*
place where meals can be
bought and eaten 餐馆

original /ə'ridʒənəl/ *adj.*
first, earliest; new 最初
的; 新颖的

repetition /,repɪ'tɪʃən/ *n.*

the act of repeating 重复
skim /skim/ *vt.* read quickly
to get the main idea 略读;
快读

scan /skæn/ *vt.* look at
quickly without careful
reading 浏览; 扫描

survey /sə'veɪ/ *vt.* take a
general view of 总览

purpose /'pə:pəs/ *n.*
intention; plan 目的; 意图

particular /pə'tɪkjulə/ *adj.*
single and different from
others 特定的; 特别的

structure /'strʌktʃə/ *n.* way
in which sth. is put
together, organized etc. 结
构; 组织

sequence /'si:kwəns/ *n.* or-
der 顺序, 次序

paragraph /'pærəgrɑ:f/ *n.*
(文章)段, 节

unfortunately /ʌn'fɔ:tʃənətli/
adv. by bad luck 不幸

extract /iks'trækt/ *vt.* pull
out or take out with effort
摘录

vocabulary /və'kæbjuləri/ *n.*

list of words used in a book
etc. 词汇(表)
context /'kontekst/ *n.* (文章
的)上下文
figure out: determine, un-
derstand 断定;领会
clue /klu:/ *n.* sth. that helps
to find an answer to a
question, difficulty etc. 线

索
inference /'ɪnfərəns/ *n.* 推
断, 推论
conclusion /kən'klu:ʒən/ *n.*
belief or opinion which is
the result of reasoning 结论
successful /sək'sesfəl/ *adj.*
having success (in) 成功的

Understanding the Text

Choose the best for each of the following statements:

- () 1. The main idea of the passage is that _____.
a. reading skills are more important than words
b. readers need to know how to skim and scan to be good students
c. the reading process includes a combination of skills that can be learned
d. learning to figure out word meanings from context is a very important reading skill
- () 2. How many kinds of reading skills are presented in the passage?
a. Four. b. Six.
c. Eight. d. Ten.
- () 3. When you borrow a book in the library, you can usually find what you need by _____.
a. reading the title or the contents
b. reading the first sentence of each paragraph
c. scanning it for specific pieces of information
d. understanding the sequence

- () 4. Paragraph 4 implies that you are able to do the testing very fast only when _____.
a. the subject is easy to predict
b. you can change your reading speed
c. the ideas are what you expected
d. you read very quickly and with good comprehension
- () 5. According to the passage, a good reader _____.
a. always reads rapidly
b. reads slowly but carefully
c. changes the reading speed when necessary
d. pays more attention to textbooks
- () 6. Fast reading is often used for _____.
a. obtaining a particular piece of information
b. reaching a general understanding
c. understanding the organization of an article or a book
d. all of the above
- () 7. Which of the following is true?
a. Contexts help readers to guess the meaning of new words.
b. It is advisable to look up every unfamiliar vocabulary item in the dictionary.
c. A main idea can be found in every paragraph of readings.
d. Inferences can be easily made because they are clearly stated in an article.
- () 8. One can become a good reader by _____.
a. choosing the right reading speed
b. practicing all kinds of rapid reading
c. knowing what the reading process is
d. learning to use reading skills in reading practice
- () 9. You are able to make inferences only when _____.

- a. the article you are reading is understandable
 - b. you understand well what you are reading
 - c. you can figure out the main idea of the whole article
 - d. you survey everything you plan to read
- () 10. Which of the following is NOT mentioned in the passage?
- a. All the actions in the reading process are related to each other.
 - b. Timed reading is the best method of improving reading speed.
 - c. Different kinds of fast reading have different purposes.
 - d. One's experience or knowledge helps him in reading.

Exercises

I. For each word or phrase under Column A find one with similar meaning under Column B:

A	B
1. anticipate	a. pull out
2. original	b. look at sth. quickly
3. particular	c. expect
4. extract	d. the name of a book
5. sequence	e. first; earliest
6. survey	f. finding; decision
7. title	g. special; unusual
8. scan	h. see in advance
9. conclusion	i. read quickly to get particular information
10. predict	j. order

II. Fill in the blanks with the words and phrases given below.
Change the form if necessary.

for example, step, structure, clue, figure out, purpose,
a series of, information, slow down, sequence, process,
survey

1. For those seeking _____ on these matters there is no better book than this one.
 2. Business _____ at the stores after Christmas.
 3. He has been forced to take a big _____ in language learning.
 4. I can't _____ why he said that.
 5. Coal was formed out of dead forests by chemical _____.
 6. This university has produced _____ fine mathematicians.
 7. For what _____ do you want to go to Canada?
 8. Have any _____ been found that can help the police to find the criminals?
 9. The _____ of the new school is excellent.
 10. Please keep the cards in _____.
 11. Many great men have risen from poverty—Lincoln and Edison, _____.
 12. The Prime Minister, in his speech at the Guildhall, _____ the international situation.
- III. Fill in the blanks with the following words and phrases and pay close attention to the difference of meaning and usage between them:
1. look for, find, find out, detect, discover
 - a. With the help of the boy, we soon _____ the place.
 - b. To _____ the result, he did one experiment after another.
 - c. They _____ the lost necklace everywhere, but failed to _____ it.
 - d. To his surprise, he _____ a radioactive material from
- 8 •

the mineral samples.

- e. Explorers in America _____ species of animals and plants found nowhere else in the world.
- 2. other, the other, others, the others, another
 - a. People fool themselves, and try to fool _____ people.
 - b. Some like milk chocolate, _____ prefer plain chocolate.
 - c. Show me some _____, please.
 - d. We got home by 6 o'clock, but _____ didn't get back until about 8 o'clock.
 - e. It is hard to tell the twins one from _____.
 - f. Your egg is bad; have _____.
- 3. look, see, watch, gaze, observe, glare
 - a. _____ what I do and imitate my action.
 - b. He _____ around but _____ no one.
 - c. When I came home late, my father would _____ at me.
 - d. We _____ at the stranger, wondering who he was.
 - e. She _____ the bees for two years.

IV. Choose the correct form to fit into each sentence, making changes where necessary:

- 1. able, ability, to enable, ably
 - a. He is _____ to learn quickly.
 - b. His great intelligence _____ him to get a scholarship to college.
 - c. He did the job so _____ that everyone praised him.
 - d. He has the _____ to make a very good boat.
- 2. to use, use, useful, used
 - a. The camera _____ a new type of film.
 - b. He made good _____ of his spare time.
 - c. It is _____ to know several foreign languages.
 - d. There was a bottle of whiskey and a _____ glass on the coffee table.

3. to help, help, helpful
 - a. I can't lift this box alone, please _____ me.
 - b. This experience might be very _____ to her.
 - c. When they heard of it, they immediately came to my _____.
4. to relate, related, relation(ship), relative
 - a. I'm not going to give my son the job just because of our _____.
 - b. My uncle is my nearest _____.
 - c. It is difficult to _____ these results to any known cause.
 - d. French and Italian are _____ languages.
5. to conclude, conclusion, conclusive
 - a. The evidence is interesting, but cannot be considered _____.
 - b. What can be _____ from these observations?
 - c. They drew different _____ from the facts.
6. practice, to practise, practical, practicable
 - a. A _____ person does not spend his time and money foolishly.
 - b. Is it _____ to try to grow crops in deserts?
 - c. They have sports _____ everyday after school.
 - d. If only you _____, you can form any habits.

V. Study the definitions of the following phrasal verbs and complete each of the following sentences:

- | | |
|-----------------|---------------------------------|
| A. look back on | remember |
| look down on | have or show a low opinion of |
| look for | search for |
| look forward to | anticipate |
| look in | pay a short visit |
| look into | examine the meaning or cause of |