

● 基础英语教材系列

# 中级英语阅读教程

## (下)

梁洪玉 张伟明 邓妍妍 编著

暨南大学出版社

·基础英语教学丛书·

# 中级英语阅读教程 (下)

HIGHLIGHTS OF  
ENGLISH READING COURSE BOOKS

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## 教材简介

本教材供高校英语专业二年级及同等水平的学习者使用。教材分上下两册，各含 18 个单元。每单元由四部分组成：一、词汇，列出该单元应学会的、基础阶段英语教学大纲词汇表四级以上的生词；二、阅读技能，对各种主要技能分别进行说明和训练；三、课文，对阅读理解能力进行综合训练；四、测试材料，供巩固和检测该单元的阅读技能和理解能力使用。

教材 1~6 单元由韶关教育学院张伟明负责，7~12 单元由湛江师范学院邓妍妍负责，13~18 单元由华南师范大学梁洪玉负责。

## 总 前 言

1994年9月17日，在华南师范大学召开了广东省师范院校英语专业教材编写研讨会。出席会议的除东道主华南师范大学外语系的代表外，还有广州师范学院、湛江师范学院、广州师专、广东教育学院、广州教育学院、韶关教育学院、汕头教育学院、江门教育学院、五邑大学、嘉应大学、广东民族学院等13所院校的代表。与会代表回顾和分析了我省师范院校基础英语教学的历史和现状，并就基础阶段英语专业配套教材编写的必要性、紧迫性和可行性进行了热烈的讨论。全体代表一致认为，随着我国改革开放的发展和社会主义市场经济的建立，社会对高等院校的外语教学要求日益提高。为了适应形势发展的需要和进一步将外语教学改革引向深入，必须对英语基础阶段的教学内容、教学方法，尤其是教材进行改革。正如国家教委颁布的《高等学校英语专业基础阶段英语教学大纲》指出的那样，必须在英语基础知识和基本技能方面对学生进行全面的严格训练，打好语言基础；必须丰富学生的文化背景知识，增强学生对文化差异的敏感性，提高学生逻辑思维能力，打好文化基础。要提高基础阶段的英语教学质量，教材的选择和编写起着举足轻重的作用。因此，极有必要编写一套能体现师范性、具有时代精神和广东特色的配套教材，以保证我省师范院校英语专业培养目标的实现，使外语教学改革始终沿着正确的道路不断向前深入发展。在取得上述共识的基础上，与会代表决定成立“广东省师范院校英语专业基础阶段

配套教材编写委员会”，负责组织有关院校编写辅助性配套教材。现在呈现在读者面前的这套教材便是编写委员会和有关院校的专家教授和编撰人员近年来辛勤劳动的结晶。这套教材包括：

《英语语音实践教程》

《英语视听说教程》

《中级英语阅读教程》

《英语课外阅读文选》

《基础英语语法及训练》

《英语教学法基础》

《英语常用词用法词典》

在编写过程中，编者始终将“实践第一”的原则放在首位，因为任何一种语言，脱离了实践是无法掌握的。此外，编者还着力将科学性、知识性、趣味性、时代性和实践性熔于一炉，使所编教材达到教学大纲对教材的要求。

这套教材之所以能依时与读者见面，除因编撰人员多年不懈努力外，还因暨南大学出版社给予的鼎力支持。可以毫不夸张地说，没有该出版社领导、编辑以及其他工作人员的关怀和帮助，这套教材的出版至今还可能仍是一场幻想。因此我们衷心感谢暨南大学出版社对我省外语教学的一贯支持和在出版这套教材过程中给予我们的鼓励和帮助。

我们还要诚挚感谢华南师范大学外语系系主任徐霖贤教授，因为他对这套教材的编写和出版始终予以极大的支持和关注，提出了许多宝贵意见和建议。另外，中山大学的王宗炎教授和广东外语外贸大学的桂诗春教授对我们的工作也给予极大的支持，提出了许多指导性的意见。在此，我们对王、桂两位教授表示衷心感谢。

## CONTENTS

<b>Unit One</b> .....	(1)
<b>Unit Two</b> .....	(19)
<b>Unit Three</b> .....	(36)
<b>Unit Four</b> .....	(53)
<b>Unit Five</b> .....	(70)
<b>Unit Six</b> .....	(89)
<b>Unit Seven</b> .....	(107)
<b>Unit Eight</b> .....	(128)
<b>Unit Nine</b> .....	(152)
<b>Unit Ten</b> .....	(180)
<b>Unit Eleven</b> .....	(205)
<b>Unit Twelve</b> .....	(227)
<b>Unit Thirteen</b> .....	(248)
<b>Unit Fourteen</b> .....	(266)
<b>Unit Fifteen</b> .....	(285)
<b>Unit Sixteen</b> .....	(304)
<b>Unit Seventeen</b> .....	(324)
<b>Unit Eighteen</b> .....	(343)



# UNIT ONE

## I . VOCABULARY

*unforgivable* a. 不可饶恕的

*sheriff* n. 县的行政长官

*complexion* n. 肤色

*bun* n. 果子面包

*boot* n. 保护罩

*dike* n. 渠

*skid* vt. 打滑

*wrench* n. 扳手

*ebb* n. 退潮; 衰退

*lid* n. 盖子

*pidgin* n. 不纯粹的英语, 混杂语言

*consul* n. 领事

*demurely* ad. 严肃地

*deride* vt. 嘲笑

*legitimate* n. 合法的; 合理的

*engender* vt. 产生

*prize* a. 第一流的

*sow* n. 大母猪

*litter* n. 一窝

*aboriginal* n. 土著居民

*aborigine* n. 土著居民

*forthright* a. 直截了当的

*whiskers* n. 小胡子; 颊须

*locution* n. 特别的表达方式, 惯用语

*case* n. 格

*gender* n. (语)性

*jettison* vt. 抛弃

*nonplus* vt. 使迷惑; 使为难

*dodger* n. 玉米饼

*strapping* a. 身体高大而且匀称的

*sunbonnet* n. 阔边遮太阳帽

*calico* n. 印花布

*suffice* v. 足够

*untenable* a. 站不住脚的

*Ionian* n. 爱奥尼亚人(古希腊的四种居民之一)

*whet* vt. 增强

## II . READING SKILLS:

### Guessing Unknown Words(1)

In any comprehension text you will find words that you don't know. You can look them up in a dictionary, of course, but it's a good idea to get into the habit of doing without a dictionary as much as possible, particularly if you are preparing for an examination. In fact, if you read the text carefully and think, it's usually possible to guess the meaning of most of the words that you don't know. Look at the context of each word - the sentence that it's in, and the sentences that come before and after. Look to see if the word is repeated later in the text; the more often it's used, the easier it is to understand.

Unless your English is very good, you probably don't know the words 'fret' or 'bawl'. As long as they are alone, there's no way of guessing what they mean, but see what happens when they are put into a context:

1. The strings of the guitar should be pressed down just behind, not on the fret. By doing this, the string is brought firmly into contact with the metal of the fret.

Notice that each time you move your finger up a fret, the pitch of the string goes up a semitone.

2. The woman next door kept me awake bawling at her husband half the night.

It's not very difficult to guess that a 'fret' is one of the thin pieces of metal that separate the notes on a guitar, or that 'bawling' must mean

talking aggressively or shouting.

3. The car was making a funny noise, so I got out, opened the bonnet, and took out the dipstick to check the oil level. .

4. I heard a noise like a rabbit being killed by a stoat.

It is not very difficult to guess that a dipstick is the metal rod that is used for measuring the oil level in a car engine, or that a stoat is probably some kind of aggressive animal (even if you cannot tell exactly what).

Do not expect to be able to guess all the new words in a text. There will be some that you can only get a vague idea of, and others will be impossible. Do not waste time worrying about these: the most important thing is to understand the text as a whole as well as possible, and one or two difficult words will not make much difference.

### Exercise A

You probably do not know many of these words: ungainly, boorish, knoll, tacky, shamle, undercoat, glum, notch, washer, gullible.

Look at the way they are used in the following sentences and then say, or write, what you think they might mean. (Do not look in your dictionary, of course.)

1. She's a big ungainly girl - always breaking things and falling over.
2. I've never met anybody as boorish as you are - what you said to me yesterday was absolutely unforgivable.
3. Napoleon rode up on to a little knoll to see the battle more clearly.
4. Put the glue on the broken pieces, wait until it is tacky and then stick them together.
5. He must be tired: look at the way he's shambling along.
6. I can't get on with painting the bathroom until the undercoat's dry.
7. You're looking a bit glum - what's the matter?

8. California Pete had thirty-four notches on his gun: one for each sheriff he had killed.
9. I think we need a new washer. The tap keeps dripping.
10. She's amazingly gullible. I told her yesterday that Switzerland had declared war on China and she believed every word.

### Exercise B

You probably don't know many of these words: famished, flipper, shred, trudge, lintel, gaudy, sallow, surreptitiously, goggle, pillion.

Look at the way they are used in the following sentences and then say, or write, what you think they might mean. (Don't use a dictionary, of course.)

1. Have you got a piece of bread or something? I'm absolutely famished.
2. 'My God, he's swimming fast.' 'Yes, he's got flippers on.'
3. She read my letter slowly to the end and then tore it to shreds.
4. On the way, we drove past a column of depressed-looking soldiers, trudging along wearily through the mud and rain.
5. The door was so low I hit my head on the lintel.
6. Sebastian hates fairs. The loud, vulgar music, the cheap gaudy colours, the noise, the whole atmosphere - everything makes him feel ill.
7. Twenty years in an unhealthy tropical climate had given his face a permanently sallow complexion.
8. I looked round the church: two of the children were playing cards under the seat, and another was surreptitiously eating a cream bun.
9. What are you all goggling at me like that for? Have I got two heads or something?
10. Mike got on the motorbike, I sat behind him on the pillion, and we roared off into the night.

### **III . TEXTS**

Read each text carefully, without a dictionary, and then answer the questions that follow. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get an idea of what they mean.

#### **Text A**

##### **Driver Escapes Through Car Boot**

Mr Peter Johnson, aged twenty-three, battled for half an hour to escape from his trapped car yesterday when it landed upside down in three feet of water. Mr Johnson took the only escape route – through the boot.

Mr Johnson's car had finished up in a dike at Romney Marsh, Kent, after skidding on ice and hitting a bank. 'Fortunately the water began to come in only slowly,' Mr Johnson said. 'I couldn't force the doors because they were jammed against the banks of the dike, and daren't open the windows because I knew water would come flooding in.'

Mr Johnson, a sweets salesman, of Holly Bank Hill, London Road, Sittingbourne, Kent, first tried to attract the attention of other motorists by sounding the horn and hammering on the roof and the boot. Then he began his struggle to escape.

Later he said: 'It was really a halfpenny which saved my life. It was the only coin I had in my pocket and I used it to unscrew the back seat to get into the boot. As I worked on the screws I could feel the water collecting underneath me on the roof. I hammed desperately with a wrench trying to make someone hear, but no help came.'

It took minutes to unscrew the seat – and a further five minutes to clear the sweet samples from the boot. Then, Mr Johnson found a wrench

and began to work on the boot lock. Fifteen desperate minutes ebbed away. 'It was the only chance I had. Finally it gave but as soon as I moved the boot lid the water and mud gushed in. I forced the lid down into the mud and scrambled clear as the car filled up.'

His hands and arms cut and bruised, Mr Johnson got to Beckett Farm nearby where he was looked after by the farmer's wife, Mrs Lucy Bates. Huddled in a rug, he said, 'That thirty minutes seemed like hours.' Only the tips of the car wheels were visible, police said last night. The vehicle had sunk into two feet of mud at the bottom of the dike.

#### Exercise

Here are nine words and expressions from the text. Each is followed by four explanations of its meaning; only one is correct. Do this exercise without a dictionary.

1. boot(line 3)

- a. back window
- b. space for luggage at the back of the car
- c. space for luggage at the front of the car
- d. engine compartment

2. dike(line 4)

- a. lake
- b. small farm road
- c. channel full of water at the side of the road
- d. canal

3. wrench(line 16)

- a. a kind of tool
- b. a kind of box
- c. a bunch of keys
- d. one of the controls of the car

4. samples(line 19)

- a. boxes
- b. catalogues

c. examples of what a salesman is trying to sell

d. rubbish

5. ebbed away (lines 20 – 21)

a. were left    b. were all he had    c. went past very slowly    d. were used up

6. it gave (line 21)

a. it presented itself to me    b. it came open  
c. I got something from it    d. I stopped trying

7. gushed (line 22)

a. poured    b. came slowly    c. made a loud noise    d. felt cold

8. huddled (line 26)

a. talking    b. interviewed    c. wrapped up warmly    d. confused

9. tips (line 27)

a. outside parts    b. rubber parts    c. metal parts    d. tops

## Text B

### Pidgin English

There is a story of a British consul in China who was asked to marry a young Danish sailor and a Chinese girl – no one of the three knowing the other languages. Accordingly, the official, said to the bride, 'This man wantchee take you home-side makee wife-pidgin. Can do, no can do?' Said she demurely, 'Can do', and the consul pronounced them man and wife.

Pidgin English, though sometimes ignored and derided as 'baby talk', is a legitimate, useful language that continues to gather converts. It is still the lingua franca of a large part of the Pacific Islands, and an estimated 30 to 50 million people speak some form of it, either solely or as an adjunct to their native tongues.

To be sure, its limited vocabulary can engender some laughable quotations, such as the description of a piano by a New Guinea native: 'Him fella big box, you fight him, he cry.' Or the classic announcement by a Chinese servant that his master's prize sow had given birth to a litter: 'Him cow pig have kittens.'

But pidgin's seemingly imprecise vocabulary can be almost poetic at times.

There could hardly be, in any language, a friendlier definition of a friend than the Australian aborigine's 'him brother belong me'. Or consider his description of the sun: 'lamp belong Jesus'. Pidgin can be forthright, too. An Aussie policeman is 'gubmint catchum-fella'. An elbow is 'screw belong arm'. Whiskers are 'grass belong face'. When a man is thirsty, 'him belly allatime burn'.

The English pidgin we know today was born on the China coast 300 years ago when the Western nations first began to trade there. The crews of merchant vessels were disinclined to learn Chinese, and the Chinese saw little sense in the involved grammatical locutions of the traders' languages. They compromised by adapting the Westerners' words to Chinese syntax. The resultant goulash became known as 'business' language, or because the closest a Chinese could come to pronouncing business was 'bishin' or 'bijin' - eventually pidgin. (It has nothing to do with a pigeon though it's sometimes spelt thay way.)

Might pidgin some day become the one international 'earth language'?

Professor William Marquardt of New York University's linguistics department disabused me of that rosy notion. 'Although all the varieties of pidgin are alike in that they lack case, gender, tense and number,' he said, 'each form of pidgin must rely on the structural pattern of the native



language to make sense.'

In the latter-day compulsion to 'civilize' every 'backward' nation in sight, pidgin is invariably considered by Western-world policy makers one of the first backwardnesses to be jettisoned. This could prove to be a mistake. Robert Hall, professor of linguistics at Cornell University, points out in his book, *Hands Off Pidgin English!*, that the New Guinea native can learn Melanesian pidgin well enough in six months to begin instruction as a medical assistant. To achieve a command of English sufficient to undertake the same instruction would require five or six years.

In 1953, a U. N. Trusteeship Council recommended – among other improvements – that the pidgin used in New Guinea's trust territory be abolished and gradually replaced by English. But the language appears to be here to stay, beyond the powers of prohibition. In July 1962, when the U. N. invited one of the native members of its Trusteeship Council – a prosperous copra planter named Somu Sigob – to address a meeting at the New York headquarters, he nonplussed the delegates by addressing them in pidgin.

### Exercise

Choose the correct answer to each question (without using a dictionary)

1. What do you think the British consul's sentence (lines 3 – 4) means?
  - a. This man wants to marry you – do you want to marry him?
  - b. This man wants to know if you are married.
  - c. This man wants you to live with him in Denmark.
  - d. This man wants to marry you and take you to his country. Do you agree to that?
2. 'Derided' (line 6) means