

English III

第三册

彭瑞初 主编

北京大学出版社

成人英语教程

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黄昌玮 林桂芳

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彭瑞初等 编著

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使用说明

随着读者英语水平的提高,本册词汇表中有些词汇用简易英语释义。也有少量词汇未列入词汇表,以培养读者独立查阅工具书的能力。由于英语中大量动词既可作及物动词使用,也可作不及物动词使用,词汇表中的动词不再仅仅依照其课文中的用法标出及物或不及物,要求读者自己根据上下文判断。

赵正兴同志为第三册提供了部分课文素材,并参加了第十课和第十六课的编写工作。

第三册特请乔泌教授主审,专此致谢。

编 者

一九八九年七月

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LESSON ONE

SQ3R Study Technique

Text

An aid to systematic study which has proved of value in American colleges and universities is the system called SQ3R. The SQ3R stands for:

Survey Question Read Recite Revise

(1) **Survey.** In brief, this means that instead of picking up a textbook and reading one of the chapters over and over, you should first survey; that is, find out all you can about the aims and purpose of the book, read the author's preface, study the table of contents and the index, read the chapter summaries (if there are summaries) and skim your way rapidly through the book. Keep in mind your own purpose in study. And if the book does not suit your purpose, if it is not well written, and at the right level of difficulty, search around until you find a better one. In other words, make a reconnaissance before you start your main work, and get an over-all perspective of what lies before you.

(2) **Question.** The second preparatory step—asking questions—is also important. This entails going rapidly through the chapters of the book which you are going to tackle, and jotting down such questions as occur to you. This is useful because it motivates you and gives you a purpose; it forces you to think and to marshal such

knowledge as you already have. And if you persist in maintaining a questioning attitude, you will in time come to read books critically, you will ask what evidence the author has for his statements and whether what he is saying is consistent with what you already know or believe. No intelligent person merely reads a book. He cannot help dwelling on particular points as he reads, and contrasting or uniting them with other points that he has just grasped.

(3) **Reading.** Next comes reading proper. The first reading of a textbook chapter usually needs to be rather slow and thorough, Most good textbook chapters have a structure of headings and sub-headings which you need to keep in the back of your mind as you read. Often you must turn back to previous pages to remind yourself of some fact or argument. If the subject is illustrated by graphs or by diagrams, you will often be well advised to copy them out or elaborate them.

(4) **Recitation.** A single reading is never enough, even though you read actively with intent to remember. The next stage in study is therefore recitation. Bacon said: "If you read anything over twenty times you will not learn it by heart so easily as if you were to read it only ten, trying to repeat it between whiles, and when memory failed looking at the book. "

By recitation is meant here not word for word repetition, or learning by heart, but outlining the substance of a passage. The outline provides the framework into which more details can be fitted in subsequent recitation.

It is good practice, after reading each major section of a chapter, to lay the book on one side and try and recall what you have

been reading. This simple procedure is often revealing. Sometimes you can recall very little and must conclude that your learning is in a very immature stage. More frequently you will realize that there are some specific gaps in your knowledge which you must go back and fill in. In my experience, four or five readings and recitations are usually required before textbook materials of average difficulty can be mastered. Repetition of itself is of no value, but each repetition, if you read actively and alertly, should add to your insight into the material.

(5) **Revision.** The final step of SQ3R is Revision. Revision should not be regarded as something to be undertaken just before examinations. One of the most practical results of memory experiments is that material that has to be retained over long periods should be studied and re-studied. Memories become stronger and stronger with each relearning, and forgetting proceeds more slowly.

Common experience suggests that the details of what we learn fade very quickly, often within the first hour or so. Indeed, in listening to an hour's lecture much of the early part of the lecture may have been forgotten well before the end—so that experienced teachers repeat and recapitulate the important points of their lectures at the end. To prevent the sudden and catastrophic loss which takes place so early, early revision is required. That means going over the lecture or piece of work again as soon as possible afterwards, thinking about it, or discussing it with others or applying the facts and knowledge in some practical exercises. You should certainly go over your notes of lectures, work periods and experi-

ments the very same day—even if it is only for a few minutes.

If you feel that merely going over the work again is too tedious an exercise, read another account of the same subject in another textbook, expanding your notes by additions and comments; for this purpose write your notes on one side of the paper only, to leave room for these additions.

In revision before examinations you should pay particular attention to the earlier material you have learnt, as more of it will have been forgotten. You should leave yourself time to go over all the material you have covered. Studies have shown that subjective estimates of strengths and weaknesses are often at fault. You are often weak on material which you are confident you know well. Active revision, and a few attempts at answering old examination questions should give you a better idea of where your true strengths and weaknesses lie.

You will realize that the amount of time that you give to each of the steps of the SQ3R study technique will depend on the subjects you are studying. The natural sciences, the social sciences, the arts and practical and vocational subjects differ in their aims and methods but the SQ3R method can be applied in principle to all fields of study.

Glossary

systematic [ˌsɪstəˈmætɪk] *a.* according to a plan, system or method

index [ˈɪndeks] *n.* 索引

skim [skɪm] *v.* read rapidly

reconnaissance [ri'kɒnɪsəns] *n.* 侦察
 perspective [pə(:)'spektɪv] *n.* 观点,看法
 entail [in'teɪl] *v.* make necessary
 tackle ['tækl] *v.* deal with
 jot [dʒɒt] *v.* write quickly especially without preparation
 motivate ['məʊtɪveɪt] *v.* 激发
 marshal ['mɑ : ʃəl] *v.* bring together and put in order
 consistent [kən'sɪstənt] *a.* in agreement
 dwell [dwel] (dwelt [dwelt], dwelt 或 dwelled) *v.* think,
 speak, or write a lot about
 illustrate ['ɪləstreɪt] *v.* explain by examples,
 pictures, etc. graph [græf; gra : f] *n.* 图表,图形
 diagram ['daɪəgræm] *n.* a plan or figure drawn to explain an
 idea
 elaborate [ɪ'læbəreɪt] *v.* describe in detail
 outline ['aʊtlaɪn] *v.* ; *n.* 概括,略述
 substance ['sʌbstəns] *n.* main points
 subsequent ['sʌbsɪkwənt] *a.* following
 immature [ɪmə'tjuə] *a.* not yet fully developed
 retain [ri'teɪn] *v.* keep
 fade [feɪd] *v.* go out of the memory
 recapitulate [ri : kə'pɪtjuleɪt] *v.* 扼要重述,概括
 catastrophic [kætə'strɒfɪk] *a.* 悲惨结局的,大灾难的
 tedious ['ti : djəs] *a.* uninteresting; wearing
 vocational [vəʊ'keɪʃənəl] *a.* 职业的

Notes

1. prove of 证明是

prove 表示“证明是”时,后面还可以跟名词、形容词和 to be 短语。例如:

It might prove (to be) a practical plan.

也许可以证明这是一个可行的计划。

My way to do that proved (to be) satisfactory.

我做那件事的方法证明是令人满意的。

2. jot down 匆匆记下,草草记下

3. dwell on 详细思索

4. Bacon ['beikən] 弗·培根(1521—1626),英国经验论哲学家。

5. at fault 有错

Phrasal Verb

BRING

bring about 引起,造成

War often brings about great damage.

战争往往造成巨大破坏。

bring forth 产生(想法、主意等)

He is said to have brought forth some new ideas.

据说他已经有了一些新的看法。

bring forward 提出

Can you bring forward any proof of what you have said?

你提得出你所说的证据吗?

bring in 收入

My wife is happy about my bringing in two thousand dollars a month.

我每月收入两千美元,我妻子对此十分高兴.

bring off 使(难办的事)成功

Her plan seemed hopeless, but she brought it off.

她的计划似乎不可能实现,然而她却使计划实现了.

bring out 使显示出来

The photo brings out the detail of the sculpture.

这张照片把这座雕塑的细微处都显示了出来.

bring to an end, bring an end to 使结束(不愉快的事)

I do hope to bring our arguments over the point to an end.

我真希望结束对这个问题的争论.

bring up 抚育,教养

Jack was brought up by his grandmother.

杰克是由祖母把他抚养成人的.

Exercises

I. Choose one of the four ways below each unfinished statement or question to finish or answer it:

1. The whole text tells us ____.

A. how to survey a book which you are going to read

B. we must persist in maintaining a questioning attitude while reading

C. that by active reading, frequent repetition, and early revision we can gain knowledge faster and better

D. how to study efficiently

2. The SQ3R is suitable for the students who ____.

- A. study the natural sciences
 - B. study the social sciences
 - C. study the subjects in any fields
 - D. study the practical and vocational subjects
3. One may lay down the book to search around in order to find out a better one to read, just because that book ____.
- A. does not suit his purpose
 - B. is not well written
 - C. is not at the right level of difficulty
 - D. bears one of the reasons mentioned above
4. Before you start your main work, make a reconnaissance ____.
- A. to get an over-all knowledge of the book which you are going to tackle
 - B. to know what evidences the author has for his statements
 - C. to see whether the aims and purposes of the book are suitable or not
 - D. to check if there is any index, chapter or summary
5. Questioning while reading is very useful because ____.
- A. it motivates you to know the complicated plot
 - B. it helps you to read actively and critically
 - C. it forces you to think where the author is wrong
 - D. it requires that you should read word for word
6. Most of good textbook chapters have ____.
- A. some facts or arguments
 - B. graphs or diagrams
 - C. a structure of headings and subheadings

- D. particular points or other points
7. A single reading is never enough. What does a single reading mean?
- A. Reading just for once.
 - B. Reading alone.
 - C. Reading for its own sake.
 - D. Reading only one book.
8. What is the correct recitation here?
- A. Reciting in good pronunciation and correct intonation.
 - B. Reciting fluently and clearly.
 - C. Reciting word by word.
 - D. Reciting the main points first.
9. The simple procedure is often revealing. Here revealing can be replaced by ____.
- A. full of meaning
 - B. exposing something true
 - C. making necessary
 - D. providing some knowledge of unknown facts
10. If you realize that there are some specific gaps in your knowledge, what are you going to do?
- A. Leave them alone.
 - B. Jump them over.
 - C. Fill in them.
 - D. Forget them.
11. For not very difficult materials, according to the author's experiences, how many times of reading and reciting are to be required?

- A. Four or five readings and recitations.
B. Four times of reading and five times of recitation.
C. Four recitations and five readings.
D. Four or five readings and one recitation.
12. Experienced teachers repeat and recapitulate the main points of their lectures at the end. This is because _____.
A. listening to an hour's lecture is very tiresome
B. an hour's lecture can't hit the main points
C. their students don't think these are important
D. their students might have forgotten the first part of the lectures
13. _____ is the best time that one should recall the lectures or work periods or the experiments.
A. The very same day
B. The end of a school term
C. The week before the examination
D. The day before the examination
14. Write your notes on one side of the paper, to leave room for additions so as to _____.
A. arrange the notes better
B. expand the notes
C. go over the notes easily
D. underline the notes clearly
15. Subjective estimates of strong and weak points often go wrong when _____.
A. you have confidence in the material you know
B. you have done more revision work on the material