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高等专科英语教程

（读写本）

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第　二　册

（读写本）

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内 容 提 要

本书是由部分高等院校及高等专科学校合作编写的文理通用型专科英语教程。编写中参考了《大学英语教学大纲(高等学校文理科用)》。体现了重视思想教育、重视语言共核、语言规范和突出高等专科特点的精神。可供高等专科院校学生学习之用。

前　言

　　《高等专科英语教程》是部分高等院校及高等专科学校合作编写的，属文理通用型。

　　在编写过程中参考了《大学英语教学大纲(高等学校文理科用)》。本教程共分三册，每册分读写本和听说本，两部分自成体系又互为补充，有条件的可分科教学。读写本和听说本各三册，每学期一册。

　　《高等专科英语教程》有以下特点：

　　一、重视思想教育。集知识性与趣味性于一体。加强思想教育是外语教学义不容辞的责任。本教材贯彻教育学生爱祖国、爱人民、学好本领为社会主义经济建设服务的宗旨。较强的知识性和浓厚的趣味性能调动教师教学和学生学习的积极性，对学好语言有重要作用。本书内容丰富、题材广泛、体裁多样，有科普、历史、文化习俗、故事及名人轶事等。

　　二、重视语言共核。选材和练习均力图使学生掌握各语域共用的积极词汇、语法结构和基本功能意念的常用表达方式，以打好较为扎实的语言基础。在技能培养方面，在重视准确性的基础上力求流利。

　　三、语言规范。所用材料均经反复筛选。在尽可能保留原文真实性的前提下，对少量材料进行了必要的删节和简化。

　　四、突出高等专科特点。高等专科在学时安排上不同于本科，外语课只安排两个学期或三个学期。为适应这一特点，《高等专科英语教程》的一、二册是一个比较完整的体系，如

果外语教学安排两个学期，可将第三册作选修用。

本教程的读写本及听说本均配有外籍教师 Edward R. Pope, Claudia·D. Pope, H. Grier Edmunds 的录音及教师用书。使用十分方便。

本书主编杨荣泉，副主编姚云桥、马德昆，主审沈一鸣、陈林堂。本册由方飞雷、朱毓华、汪解先和吴瑞芳（按姓氏笔划排列）编写。参加本书审稿的有郑福和、孟宪忠和任炎。任炎同志参加了部分编写工作。

本册部分稿子承英籍教师Amy Lim 及美籍教师 Heather Entrekin 审阅。

由于编者的水平有限、经验不足，错误及疏漏之处在所难免，望广大读者及专家同行们批评指正。

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编　者
1989 年 10 月

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使　用　说　明

　　《高等专科英语教程》(读写本)共十五课,分三个单元。每个单元的前四课都是由课文、词汇短语、注释、语法、练习及阅读A和B组成,最后一课是复习课,不讲语法,其复习练习是用来巩固前四课所学内容的。

　　对课时的分配我们的建议是:每周四学时,一周一课,加上期中和期末考试,本书共需十七或十八周。每课的前两个课时用来教词汇和课文,并完成与之有关的练习。后两个课时教语法,完成语法练习,并学完阅读A。如果时间充裕可拿出一定时间做听力训练。为了便于学生巩固所学词汇及其他有关知识,课文、阅读A及B在题材上是相近的,阅读A一般较容易,要求学生掌握好些,可在课堂上做一些必要的操练。阅读B一般较深,老师在课堂上帮助学生解决难点,让学生课下阅读即可。

　　十五课之后,有十篇补充阅读作为机动,以免出现吃不饱或吃不了的问题。对这十篇阅读各校可根据自己学生的情况灵活处理,可详讲、略讲或不讲。

　　书后有两个附录:短语表和生词表,以备师生查索。

目 录

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 unfortunate 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 iden tity ("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

confuse /kən'fju:z/ *v.*   混淆；弄错

illustrate /'iləstreit/ *v.*   说明；举例

statement /'steitmənt/ *n.*   陈述，声明

deny /di'nai/ *v.*   否认

Swedish /'swi:diʃ/ *n.*   瑞典语

          a.   瑞典（人、语）的

Spanish /'spæniʃ/ *n.*   西班牙语

          a.   西班（人、语）的

identification /ai,dentifi'keiʃən/ *n.*   等同；识别

Swiss /swis/ *n.*   瑞士人

          a.   瑞士（人）的

Belgian /'beldʒən/ *n.*   比利时人

          a.   比利时（人）的

unfortunate /ʌn'fɔ:tʃənit/ *a.*   不恰当的；不幸的

property /'prɔpəti/ *n.*   财产

argument /'ɑ:gjumənt/ *n.*   争论；论点

identity /ai'dentiti/ *n.*   同一（性）；一致

split /split/ *v.*   分裂；分离

    (split, split)

patriot /'peitriət, 'pætriət/ *n.*   爱国者

adopt /ə'dɔpt/ *v.*   采用；采取；收养

Hebrew /'hi:bru:/ *n.*   希伯来语；希伯来人

          a.   希伯来（人、语）的

solution /sə'lju:ʃən/ *n.*   解决（办法）

mutual /'mju:tjuls/ *a.*	共同的；相互的
New Zealand /nju:'zi:lənd/ *n.*	新西兰
regard /ri'ga:d/ *v.*	当作；认为
possession /pə'zeʃən/ *n.*	占有物，财产
outnumber /aut'nʌmbə/ *v.*	在数量上超过
Dane /dein/ *n.*	丹麦人
Dutch /dʌtʃ/ *n.*	荷兰语；荷兰人
a.	荷兰(人、语)的
automatically /,ɔ:tə'mætikəli/ *ad.*	无意识地；自动地
approach /ə'prəutʃ/ *v.*	向…靠近
Cairo /'kaiərəu/ *n.*	开罗(埃及首都)
Malaysian /mə'leiʃən/ *n.*	马来西亚人
a.	马来西亚(人)的
Kuala Lumpur /'kwa:lə'lumpuə/ *n.*	吉隆坡 (马来西亚首都)
merely /'miəli/ *ad.*	仅仅
access /'ækses/ *n.*	接近（或进入）的方法；进入；通路
scholarship /'skɔləʃip/ *n.*	学术成就；学问；奖学金
involve /in'vɔlv/ *v.*	涉及；包括；卷入
Nigerian /nai'dʒiəriən/ *n.*	尼日利亚人
a.	尼日利亚(人)的

Phrases and Expressions

in question	正被谈论的

refer to	指的是；涉及
come up against	碰到(困难、反对等)；发现
so (as) far as ... be concerned	就…而言
identify ... with	使等同于；认为…一致
think of ... as	把…认为是
split off from	从…分裂；从…分离
in the end	最后；终于

Notes

1. ... with the name of one of the peoples ...

   people 可以指"人"，也可以指"民族"。如：

   many people (许多人), many peoples (许多民族)；

   one or two people (一、两个人), one or two peoples (一、两个民族)。

2. ... just as French is not the private property of French people, nor English of English people.

   just as 引导方式状语从句。在这从句中，由连词 nor 连接两个并列的分句。前面分句中谓语动词形式是否定的，后面分句也跟着否定，nor 置于后面分句之首，因此该分句的主谓语要倒装。该分句是省略句，将其补全则为：

   nor is English the private property of English people.

3. ... and with no language is it more unreasonable than with English 意思相当于 ... and with English it is more unreasonable to regard the language as the possession of a particular nation than with any other language.

with no language 置于句首，且含有否定词 no，主、谓语要倒装。

Crammar

动词不定式

英语动词除了作谓语外，还可以作其它句子成分。不能单独作谓语的动词称为非谓语动词，非谓语动词有三种：不定式、动名词和分词。

Ⅰ. 不定式的用法

1. 主语

To master a language is not an easy thing.

该句子也可写成：

It is not an easy thing to master a language.

2. 宾语

有些动词可用不定式作宾语，如：begin, want, learn, hope, wish, decide 等。

He began to learn English at the age of 12.

They found it impossible to get everything ready in time. （句中 it 为形式宾语）

3. 表语

Our plan is to finish the work in two weeks.

4. 定语

不定式作定语的情况很多，许多不定式又与其前面的名词有动宾关系。

I want to get some novels to read during the vacation.

如果不定式是不及物动词，则它后面须有必要的介词。

He is the best man to work with.

能用不定式作定语的名词很多，常见的有：attempt, chance, opportunity, decision, determination, effort, need, tendency, way, wish 等。

This will be a good opportunity to exchange experience.

5．状语

不定式作目的状语时，为了强调其目的意义，常在不定式前加 so as (to) 或 in order (to)。

We decided to work harder in order (so as) to achieve our aim.

不定式用在作表语用的形容词后面作状语，说明产生这种情绪的原因或谓语情况所存在的方面。

I am very glad to see you.

He is easy to get along with.

6．宾语补语或主语补语

参阅第一册第九课语法。

7．插入语

不定式作插入语，常见的有：to be frank （坦率地说），to start with （首先），to tell the truth （老实说），to be sure （无疑地），to sum up （总之）等。

To be frank, your idea is wrong.

Ⅱ．不定式的其它用法

1．"for ＋名词（或代词宾格）＋不定式"结构

这种结构称为"不定式复合结构"，在句中用作主语、

宾语、表语、定语或状语等。

It is necessary for us to catch up with the world's advanced levels. (主语)

Do you think it possible for the electronic computer to replace man? (宾语)

This is for you to decide. (表语)

There is a lot of work for us to do. (定语).

The text is too complicated for us to understand. (状语)

2. 带连接代词(或副词)的不定式结构

这种结构起名词的作用，在句中常作主语、宾语或表语等。

What to do next will be discussed at the meeting. (主语)

Do you know how to express the idea in English? (宾语)

The difficulty is where to get the necessary information. (表语)

Ⅱ. 不定式的时态和语态

不定式有时态和语态的变化，以动词 do 为例：

时态 语态	一般式	完成式
主动	to do	to have done
被动	to be done	to have been done