

陈允智 刘利君 李鹏飞 编

ENGLISH THROUGH READING

# 高级英语教程

(修订本·供研究生用)

● 北京理工大学出版社

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修订本

English Through Reading  
(for Postgraduate Students)

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## 内 容 简 介

本书是编者根据研究生英语教学的目的和要求及多年的教学实践,采用 English Through Reading 中的课文编写而成的。全书共 20 课,每课结合课文用英语编写了背景知识,作者简介,课文注释,词语和句型学习以及练习等。课文内容涉猎面广,富有知识性和趣味性;语言规范,技巧高超;练习形式多样(包括听力训练、阅读理解、词语用法、汉译英、综合填空、快速阅读及写作练习等),有利于全面培养学生的语言实践能力。书末附有总词汇表和参考书目。本书是目前国内研究生适用的一本配套英语教材,也可作为各系统继续工程教育、出国培训班、理工院校英语水平较好的高年级学生的英语精读教材。具有中级以上英语水平的科技人员和英语爱好者,亦可采用此书自学。

## 高 级 英 语 教 程 (修 订 本)

(供研究生用)

陈允智 刘利君 李鹏飞 编

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## 前 言

我们以 English Through Reading 一书的课文为基础，根据研究生英语教学的目的和要求及多年教学的经验编写了此书。原书由 W.W.S.Bhasker 和 N.S.Prabhu 两人编写，1975年由麦克米兰公司出版，并多次再版。该书课文均选自现代英语原著，语言技巧高超，内容涉猎面广，题材新颖多样——有科学、文艺和一般题材的文章。在编排上是依据词汇、句法和思想内容的难度循序渐进的。本书的课文不仅有利于逐步提高学生的英语阅读能力，而且使他们可以从中获得一些科学文化知识。

不过，根据我国目前研究生的英语水平和教学的目的要求，直接采用此书作为教材尚有不足之处。所以我们在原来的课文基础上加以改编，使之成为适合我国研究生目前学习英语的精读教材。全书共 20 课，每课以课文为中心，参阅大量原文书刊，用英语编写了课文背景知识，作者介绍，难点注释以及词语和句型学习；各课中除保留原书部分练习外，又增加了综合填空、听力、翻译和快速阅读等练习，使之与课文组成一个比较完整和有机的整体，从而有助于学生通过读、说、写、听、译等训练，全面而扎实地提高语言实践能力。

书末附有英语释义的总词汇表和我们所参考的主要辞书文献，供教师和学生参考。

为了给教师提供较充足的教学参考资料，我们特编写《教学参考书》。其中除参考译文外，对课文及阅读材料作了补充的注释，对某些词语和句型的用法补充了相当多的例句。同时还补充了有关作者的一些背景知识。

本书除作为我院研究生英语精读教材之外，还列为原兵器工业部继续工程教育英语课的教材。出国培训班、理工科院校英语

水平较好的高年级学生、具有中级以上英语水平的科技人员和英语爱好者也可采用此书。

北京外国语学院夏祖燧教授不辞辛劳，审阅全书的改编部分，认真作了加工润色，并且提出了许多宝贵建议，在此深表谢意！最后，我们诚恳地希望广大读者对本书的缺点错误给予指正。

编者

1989年10月

## Introduction\*

The twenty reading passages in this volume have been taken from modern English writings on a variety of topics—of scientific, literary and general interest. They are arranged in a graded series, the grading being based on an assessment of difficulty level in terms of vocabulary, syntax and thought-content. A quick comparison of the first passage with the last gives one an idea of the initial level assumed and the final level aimed at.

These passages are used for two main purposes: to increase the *complex skills* of reading and writing; and to offer remedial help on certain *elements of language*, viz., grammar, vocabulary, pronunciation, spelling and punctuation. Both these tasks have been attempted through a series of exercises. A basic assumption in writing these exercises has been that the subconscious process of learning a language is active when the learner's mind is consciously occupied with challenging tasks which call for the use of language.

The comprehension exercises seek to increase two kinds of reading ability: the 'global' questions of *Comprehension-A* are meant to make the student perceive the overall organization of matter—facts, ideas, arguments or experience—in the passage, while the 'local' questions of *Comprehension-B* direct attention to detail, including suggestions, implications and particular expressions.

The composition exercises range from highly controlled 'rewriting' tasks to a fairly free expression of the student's own views or arguments. They include writing on a given model, writing with given facts, writing dialogues, letters, summaries and assessments.

They provide a good deal of practice in organization, rearranging given sentences, and emphasizing parallelisms and contrasts.

The exercises on vocabulary, grammar, pronunciation, spelling and punctuation deal with items and features which are, by and large, common problems of learners of English at this level. In addition to providing controlled practice on such items, these exercises make the student go back to the passage again and again to observe details which he might otherwise miss. They also provide a model on which teachers can frame their own exercises in order to deal with the specific weaknesses of a particular set of students.

Apart from the pronunciation exercises, which call for the teacher's active guidance in the form of demonstration of the sound features concerned, most exercises are such that students can work more or less independently, the teacher coming in only to check, to clarify and to organize discussion on points of general interest or on matters in which different views are possible. Indeed, such student-centred teaching procedures are very necessary for an effective use of these materials: teacher-centred procedures, such as explication of the text by the teacher, will leave the class with no time to go through these exercises.

The kind of teaching procedures that we envisage and the kind of skill-based examinations which we recommend are outlined and exemplified in the *Teacher's Manual*.

\* 注：此系原书《前言》。

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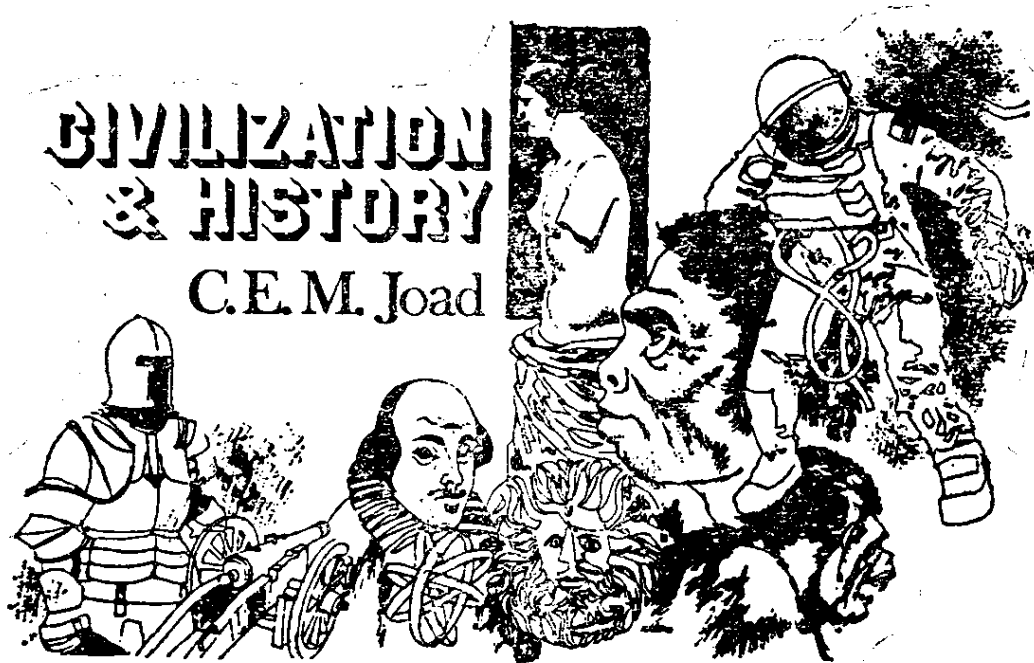
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## Lesson One



### Text

Most of the people who appear most often and most gloriously in the history books are great conquerors and generals and soldiers,<sup>1</sup> whereas the people who really helped civilization forward<sup>2</sup> are often never mentioned at all. We do not know who first set a broken leg,<sup>3</sup> or launched a seaworthy boat, or calculated the length of the year, or manured a field; but we know all about the killers and destroyers. People think a great deal of<sup>4</sup> them, so much so that<sup>5</sup> on all the highest pillars in the great cities of the world you will find the figure of a conqueror or a general or a soldier. And I think most people believe that the greatest countries are those that have beaten in battle the greatest number of other countries and ruled over them

as conquerors. It is just possible they are, but they are not the most civilized. Animals fight; so do savages; hence to be good at fighting is to be good in the way in which an animal or a savage is good, but it is not to be civilized. Even being good at getting other people to fight for you and telling them how to do it most efficiently—this, after all, is what conquerors and generals have done—is not being civilized. People fight to settle quarrels. Fighting means killing, and civilized peoples ought to be able to find some way of settling their disputes other than<sup>6</sup> by seeing which side can kill off the greater number of the other side, and then saying that that side which has killed most has won. And not only has won, but, because it has won, has been in the right.<sup>7</sup> For that is what going to war means,<sup>8</sup> it means saying that might is right.

That is what the story of mankind has on the whole been like. Even our own age has fought the two greatest wars in history, in which millions of people were killed or mutilated. And while today it is true that people do not fight and kill each other in the streets—while, that is to say, we have got to the stage of keeping the rules and behaving properly to each other in daily life—nations and countries have not learnt to do this yet, and still behave like savages.

But we must not expect too much. After all, the race of men has only just started. From the point of view of evolution, human beings are very young children indeed, babies, in fact, of a few months old. Scientists reckon that there has been life of some sort on the earth in the form of jelly-fish and that kind of creature for about twelve hundred million years; but there have been men for only one million years, and there have been civilized men for about eight thousand years at the outside. These figures are difficult to grasp; so let us scale them down. Suppose that we reckon the whole past of

living creatures on the earth as one hundred years; then the whole past of man works out at about one month, and during that month there have been civilizations for between seven and eight hours. So you see there has been little time to learn in, but there will be oceans of time<sup>9</sup> in which to learn better. Taking man's civilized past at about seven or eight hours, we may estimate his future, that is to say, the whole period between now and when the sun grows too cold to maintain life any longer on the earth, at about one hundred thousand years. Thus mankind is only at the beginning of its civilized life, and as I say, we must not expect too much. The past of man has been on the whole a pretty beastly business, a business of fighting and bullying and gorging and grabbing and hurting. We must not expect even civilized peoples not to have done these things. All we can ask is that they will sometimes have done something else.

From *The Story of Civilization*  
(A.D. Peters & Co. 1962),

## Glossary

1. **bully (v)** /'buli/ frighten or hurt those who are weak
2. **efficiently (adv)** /e'fɪʃəntli/ in such a way as to get good results
3. **evolution (n)** /i:və'l(j)u:ʃən/ the gradual development of living things from earlier forms (as stated in Darwin's famous 'Theory of Evolution')
4. **gloriously (adv)** /'glɔ:riəsli/ with great fame or honour
5. **gorge (v)** /gɔ:dʒ/ eat a great deal
6. **grab (v)** /græb/ take things by force
7. **launch (v)** /lɔ:ntʃ/ start sailing a (new) ship or boat

8. **mutilate (v)** /'mju:tileit/ injure seriously, e.g. make someone lose a hand or leg

9. **seaworthy (adj)** /si:'wə:ði/ fit for sailing in the sea

## About the Author

**Joad, Cyril Edwin Mitchinson (1891—1953):** British author, educator, and “popular” philosopher.

Joad was one of Britain's most colourful and controversial intellectual figures of the 1940s. He became widely known to the British people as an agile participant in the BBC “Brains Trust” program from 1941 to 1947.

The destruction and suffering seen by the British people during World War II had an effect on Joad and his opinions. He turned away from pacifism and even adopted a semi-Christian explanation as to why man destroyed his fellow man. He announced shortly after the war that he now believed that man is born evil and only through the acceptance of religion can his evilness change to goodness.

The article *Civilization & History* is taken from *The Story of Civilization* (1962). It is a good example of Joad's philosophy. It is also a good example of a writing style that tries to influence the opinion of the reader through the use of analogy.

## Notes to the Text

1. *soldiers* (军人): Here “soldiers” refers to “the men serving in the army”.

2. *helped civilization forward*: helped civilization to move forward,

or to make progress.

3. *set a broken leg*: correctly fixed the bone in a broken leg so that the bone healed properly.
4. *think a great deal of*: Also, think a lot of, think much of. These phrases mean “to consider to be very worthy, valuable or important”, “to have a high opinion of”. Other examples:
  - a. The chief engineer *thinks a great deal of* Joe’s project.
  - b. All the other teachers *think a great deal of* you, and so do I.
5. *so much so that*: The first “so” and “that” are formed into a conjunction leading to the clause of result. The second “so” refers to “People think a great deal of them.”
6. *other than*: different than, or different from. Other examples:
  - a. What he said is *other than* we had expected.
  - b. I have no *other* friend *than* you.
7. *And not only has won, but, because it has won, has been in the right*: There is some omission here. The complete sentence should be: “And not only has the side which killed most won, but, because it has won, it has been in the right.”
8. *For that is what going to war means* (因为这就是进行战争的意义所在): “What” here is the object of “means” and leads to a predicative clause.
9. *oceans of time*: plenty of time.

This is a typical British usage. Other examples in the text are: “at the outside” (=at the most); “work out at” (=give a result by calculation); “pretty beastly business” (=very cruel and uncivilized business); “scale down” (=reduce according to a fixed scale or proportion).



## Language Points

### 1. reckon: syn. consider, regard, take, account

These verbs are used to express a belief or an opinion. "Consider" suggests a conclusion reached through reflection; "reckon" and "account" to some extent retain their basic meanings of counting and calculating, and imply such activities as evaluation and estimation; "regard" and "take" retain their primary meanings of looking upon.

- a. One-third of the country *is reckoned* as unproductive.
- b. The city council *regards* the municipal library as an important part of public service.
- c. He *considers* exercise a waste of time.
- d. Am I to *take* this as an excuse for your behaviour?
- e. In law, an accused person *is accounted* innocent until proved to be guilty.

### 2. whereas: sim. phr. while, on the other hand, when in fact

- a. John is quick, *whereas* his brother is slow.
- b. Everyone believes he is wrong, *whereas* actually he is right.
- c. Walnut is a hard wood, *while* pine is soft.
- d. On the one hand, I want to buy the motor-cycle very much. *On the other hand*, it costs me too much money.
- e. He believes he knows everything *when in fact* he doesn't.

### 3. scale: der. scale up, scale down

- a. Try to *scale* your spending to your income. (adjust or control with respect of sth. else)
- b. In this map mileage *is scaled down* to one inch for 100 miles. (decrease by a certain rate)