



普通高等教育“十一五”国家级规划教材
大学英语自主系列教材

大学英语自主阅读

4

总主编 覃朝宪 张家政 本册主编 尹明祥 成 军



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earner Autonomy Series

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Daxue Yingyu Zizhu Yuedu

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P 前言

Preface

随着我国现代化建设和改革开放的纵深发展,对既懂专业又熟练掌握外语的优秀人才的需求日益迫切,这无疑给大学英语教学提出了更新、更高的要求。因此,转变和更新大学英语学习者的学习理念、提高其综合素质、满足社会对人才的需求,成为本教材的探索目标。

教材特色:根据《大学英语课程教学要求》的精神和要求,结合当前大学英语教学改革的发展趋势,编者力图以建构主义为理论基石、以动机为先导、以兴趣为动力、以学生为中心、以任务为基础、以自学为途径,编写了本套自主阅读教材。本套教材为普通高等教育“十一五”国家级规划教材。

针对学习者的特点和大学英语教学现状,根据编写原则,我们组织富有经验的专家和一线骨干教师设计全书框架,编写样课单元在学生中广泛试用,并以问卷调查及座谈会形式就教材体例、板块结构、文章题材等方面广泛收集意见和建议,然后以此为依据对教材进行反复修改,力求达到材料的最优组合和体系的最佳平衡,以保持教材的科学性、趣味性和可操作性。

本教材注重学习者的学习兴趣、生活经历和认知水平,倡导自主、体验和实践的学习方式;强调“在读中练,在练中学,在学中用,在用中学”的学习理念;突出 CREATION 的八大特色:

综合性(Comprehensive)。本教材内容涵盖人文、地理、文学、语言、文化、法律、经贸、名人演讲、高科技、社会焦点等领域。充分体现了现代教育理论中的“多元知识观”,有利于学习者知识、能力、科学与人文素养的整体提高。

可读性(Readable)。本教材利用 Range 软件,对词汇出现的频率(tokens)、文本的类符(types)以及词簇(families)三个纬度进行了测量,其指标均呈正态上升趋势,且梯度分明合适,适合学习者的认知规律。

体验性(Experiencing)。本教材所选素材大多是学习者日常生活中熟悉并感兴趣的话题,学习者能在学习的过程中感觉亲切、自然;有助于激活学习者相关图式(schemata),增加学习过程中的体验性,其实际运用语言的能力会得到很大的提高。

自主性(Autonomous)。根据各册的特点设计了相应的《自主阅读能力自评表》。该表旨在

帮助学习者科学合理地评估其自主阅读活动,引导学习者养成良好的自主学习习惯,并对不足之处进行自我修正。从而使学习者在掌握各项英语阅读技巧的同时,逐步提高自主学习能力。

时代性(Timely)。利用多媒体和网络等现代信息技术,本教材配有网络辅助学习资源,能满足不同层次、不同个性的学习者的需求,从而实现听、说与阅读的有机结合,以更好地提高学生的语言应用能力。

趣味性(Interesting)。本教材设计了趣味阅读(Reading for Pleasure)辅助板块,精选幽默故事、名人名言,采撷美文编汇诵读菁华,旨在让学习者既能领会到英语学习的愉悦,又能感受英语语言的魅力,以缓解学习压力,提高学习热情,强化学习动机。

开放性(Open)。本教材设计了没有统一固定答案的具有开放性和延展性的思考题和讨论题型,给学习者提供广阔的思维空间,在阅读过程中开动脑筋,发散思维。

真实性(Native)。本教材题材选自英美作家,语言纯正、自然、地道,材料真实,使学习者既能接触到地道而又真实的语言环境,又能加强文化因素的积累,培养学习者跨文化交际意识。

本套教材是“大学英语自主阅读系列”教材的全新版本,从内容到形式都有不少新的尝试。当然,不足之处在所难免,我们会虚心听取各位同行和学习者的宝贵意见,不断加以完善。

2010年1月

使用说明

explain

本教材共4册。每册分12个单元,每个单元紧扣一个主题(theme),融知识性与趣味性于一体。每册配有“自主阅读自评表”,建议学习者学完每册后认真填写,同时注意调整学习方法与习惯;每册主课文还附有阅读建议时间,第一册70 words/min;第二册80 words/min;第三册90 words/min;第四册90 words/min。每一练习题首和主体板块末尾有Your Score(每题得分情况)和Your Total Score(总体得分情况)。建议学习者按要求做完习题后,按评分标准记下各题得分和每单元累计得分。准确率应达到70%以上。

本册由以下部分构成:

Part I Comprehensive Reading (综合阅读)

1. Pre-reading Activities——主体课文热身活动,由Lead-in Questions和Word Warming-up两部分组成,藉此扫清阅读中的部分生词障碍,增强学习者的阅读信心,同时训练其根据语境猜词的能力,提升阅读前的预测能力。

2. Text——单元主体课文,由精选时文及美文佳作组成。文中生词均附在当页下方,以便学习者查阅;对重要词组和难句难点均进行归纳和详注,有助于学习者明确语言要点、释疑解惑。

3. Post-reading Exercises——本部分旨在让学习者全方位掌握文章意旨并通过不同类型的练习内化语言知识。参考译文附在每单元后,练习答案附于书后,便于学习者自测自评。

Part II Figures of Speech (修辞)

本部分比较系统地介绍了英语中常见的修辞手法,旨在培养学习者的修辞素养,使其能在阅读中更深刻准确地理解文章,并能在交际过程中予以运用。

Part III Reading for Test (考试阅读)

本部分提供了长度、难度和题型与大学英语四级、六级和研究生入学考试相近的阅读理解文章,旨在培养学习者的阅读理解能力和应试能力。

Part IV Reading for Pleasure (趣味阅读)

秉持“外语学习是一种愉快的体验”的理念,我们设计了 Reading for Pleasure 辅助板块,精选幽默故事、名人名言,希望学习者既能领会到英语学习的愉悦,又能感受英语语言的魅力。

建议一学期完成本册的学习任务,每个单元的学习时间以一周半(三学时)为宜,学习者也可根据个人情况参照我们的建议合理调整。

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Unit One

The Survival of the Fittest

Charles Darwin said, "I have called this principle, by which each slight variation, if useful, is preserved, by the term Natural Selection." His theory of evolutionary selection holds that variation within species occurs randomly and that the survival or extinction of each organism is determined by that organism's ability to adapt to its environment. He set forth these theories in his book *The Origin of Species*. Is his theory applicable to human society? Undoubtedly, his works and his theory have a tremendous impact on the world after his death.

PART I

Comprehensive Reading



Pre-reading Activities



Lead-in Questions

1. Who is Darwin? What is he famous for?
2. Have you ever heard the term "the law of the jungle"? What does it mean?
3. What does "the survival of the fittest" mean? Is it still the case as far as human society is concerned?

II Word Warming-up

Directions: All the italicized words or phrases in the sentences below are taken from the following text. Use the context provided to determine their meanings.

- () 1. The developmental history of the society tells us that man has *evolved* from the ape.
A. involved B. developed C. solved D. resolved
- () 2. The government decided to *exploit* the water power and solar energy.
A. produce B. explode C. expose D. use
- () 3. It is known to all that war often *drains* a country's economy.
A. depletes B. practices C. develops D. prospers
- () 4. He put forward a new theory by the *synthesis* of several earlier theories.
A. sympathy B. combination C. syndrome D. understanding
- () 5. Her refusal to *conform to* the normal social conventions made her unpopular.
A. keep to B. turn to C. confront with D. contribute to
- () 6. Racial prejudice may *generate* hatred.
A. comfort B. relieve C. cause D. erase
- () 7. The professor was *besieged* with questions from his students.
A. satisfied B. angered C. overwhelmed D. disappointed
- () 8. He was *grave* when he told them about the bankruptcy of his business.
A. jealous B. brave C. gracious D. serious



Text

Applying Fittest Survival to Human Society

- 1 Darwin is basically right, though only to some extent, that species and individuals compete, fight, and kill, and that survival belongs to the fittest. This is one of the most important **mechanisms**^[1] by which life **evolves**^[2] and maintains its quality. As the human society builds upon and is an extension of the **ecosystem**^[3], does it mean that for the human society to work well, man must apply this mechanism to his/her society also, say, let those who are not skillful enough to land a job starve to death?
- 2 We may be enlightened with respect to this question through the examination of **evolution**^[4] in an ecosystem in comparison with the human history. Taking the **maritime**^[5] swamp land as an example, the **mangrove**^[6] species kandelia candel competes successfully over other mangrove species and dominates the area chiefly

[1] mechanism /'mekənizəm/ n. working parts of a machine, an organism or system, etc. 机械装置; 机构; 机制

[2] evolve /'vɒlv/ vt. develop or achieve gradually 逐渐发展或完成; (生物学) 进化

[3] ecosystem /'i:kəʊsistəm/ n. an ecological community together with its environment, functioning as a unit 生态系统

[4] evolution /'i:və'lju:ʃən/ n. gradual development 逐渐的发展; (生物学) 进化

[5] maritime /'mærtaɪm/ n. of or relating to the sea, marine shipping or navigation (有关) 海的; 海船的; 航运的

[6] mangrove /'mæŋgrəʊv/ n. (植物) 红树林

through the evolution of droppers that other species do not have. The seeds of kandelia candel grow into seedlings inside the droppers before leaving their mother plant body and when the droppers still hang on the branches of their mother plant. The dropper's shape is like a pen, with a sharp and heavier lower end. So when it ripens, it drops and inserts itself together with the seedling into the mud below. As a result, the seedling can get hold of the ground, start to tap the much fresher water under the mud surface. This **adaptive**^[7] evolution of droppers enables kandelia candel to have a much greater successful rate. Seeds of other mangrove species just find it difficult to locate a suitable site for them to grow.

3 When it is the industrial society that dominates a place, it always **exploits**^[8] resources from the land, **drains**^[9] out **nutrients**^[10] from the soil and plays environmental **havoc**^[11] to the place as a result of stupid human intelligence and selfish human **manipulation**^[12]. But when the mangrove dominates a **mudflat**^[13], millions of nature-evolved complex mechanisms come together with it. It taps water, minerals from the mud and then lets them combine with carbon dioxide in the air to form the building materials of its plant body first through the process of **photosynthesis**^[14] and then through the **synthesis**^[15] of various organic matters. The effect ends up providing much better and more diverse living environment for more land, water and air species to dwell in, even for other competing mangrove species.

4 When different races of man compete to dominate the earth, the end result is completely opposite in sense. One of the means they evolve are more and more powerful weapons, some of human races also evolve droppers, but those droppers are droppers of nuclear bombs, which are all life destructive when used.

5 Animals never burn up a forest, or practice fighting skill twelve hours a day in order to defeat their competitors; they just let Nature cut out the weaker or less fortunate portion of the species, or their species simply cannot survive in the first place.

6 On the contrary, men can work round the clock, and exhaust all the natural resources just to defeat their enemies, whether military or commercial, as we can all see in our modern

[7] **adaptive** /ə'dæptɪv/ *adj.* tending to, or having a capacity for adaptation 有倾向的; 有适应能力的 adaptive evolution 适应进化

[8] **exploit** /ɪks'plɔɪt/ *vt.* use, to work or develop fully 开发; 开采

[9] **drain** /drem/ *vt.* to deplete gradually, especially to the point of complete exhaustion 耗尽; 逐渐耗尽, 尤指消耗直至完全枯竭

[10] **nutrient** /'njuːtrɪənt/ *n.* a source of nourishment, especially a nourishing ingredient in a food 营养品; 滋养 *adj.* providing nourishment 有营养的

[11] **havoc** /'hævək/ *n.* widespread destruction; devastation 大范围的破坏; 浩劫

[12] **manipulation** /mə'nɪpjʊ'leɪʃən/ *n.* the act or practice of operation 操作行为或实践

[13] **mudflat** /'mʌdflæt/ *n.* muddy land covered by the sea at high tide 泥滩

[14] **photosynthesis** /'fəʊtəʊ'sɪnθɪsɪs/ *n.* 光合作用

[15] **synthesis** /'sɪnθɪsɪs/ *n.* combining of separate parts, elements to form a complex whole 综合; 合成

societies. Such practice **generates**^[16] quite grave problems. First, it pushes human activities into a very narrow goal of defeating their enemies militarily as well as economically. Second, all the available time, energy and resources of an individual as well as the society are exhausted by the competition, very little is left to other activities, so nearly all men suffer very much in the process and countless new problems **besiege**^[17] modern societies. Third, as all participants input as much time, energy and resources as can be exploited by them, most of these inputs are wasted. Such effort creates a lot of waste and exhausts all resources as a result.

7 We should also view how man should **conform**^[18] to Nature in such a way that man has to compete for survival. In fact, this is Nature's way of telling man how to act. If only man could listen to the internal guidance, both man and the ecosystem could live much happier. So, making the human society Darwinistic is not conforming to Nature, but living in peace both militarily and economically with other men is.

Words	711	Suggested Time	8 min.	Your Time	
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Phrases to Learn

1. **apply ... to:** put to or adapt for a special use 把……应用于
2. **with respect to:** with regard to, about, concerning 关于;至于
3. **in comparison with:** compared with 与……比较
4. **get hold of:** take hold of, have and keep in one's grasp 抓住;得到
5. **end up:** reach or come to a certain place, state or action, especially by a lengthy route or process 终归;到头来还是
6. **dwell in:** live in, exist in a given place or state 居住;在一定地点或状态下存在
7. **cut out:** remove; take the place of; supplant 去除;取代;排挤掉
8. **as a result:** consequently, therefore 结果;从而



Notes

1. **Darwin (Para. 1):** Charles Robert Darwin was born on February 12, 1809 in Shrewsbury, England. He was the British naturalist who became famous for his theories of evolution and natural selection. Like several scientists before him, Darwin believed all the lives on earth evolved (developed gradually) over millions of years from a few common ancestors. Darwin's theory of evolutionary selection holds that variation within species occurs randomly and that the survival or extinction of each organism is determined

[16] generate /'dʒenəreɪt/ vt. to produce, cause to exist or occur 产生;引起;导致

[17] besiege /br'si:dz/ vt. to surround, crowd around; overwhelm 包围;困扰

[18] conform /kən'fɔ:m/ vi. to act in accordance with current customs or modes 符合;顺应

by that organism's ability to adapt to its environment. He set these theories forth in his book *The Origin of Species*.

2. **As the human society ... starve to death? (Para. 1)**: As human society is based on and is an extension of the ecosystem and has to keep developing, does it mean that man can blindly apply the mechanism of it to his/her society, for instance, to make the less skilled jobless and starve to death?
3. **the maritime swamp land (Para. 2)**: 海边沼泽 kandelia candel (Para. 2): 秋茄树 droppers (Para. 2): 棒状体
4. **Seeds of other mangrove ... to grow. (Para. 2)**: It is difficult for seeds of other mangrove species to find a suitable place to grow.
5. **organic matters (Para. 3)**: matters of, relating to, or derived from living organisms 有机物
6. **One of the means they evolve ... when used. (Para. 4)**: In competition, man also work out droppers totally different from that of kandelia candel. Kandelia candels evolve droppers just to seek greater rate to live, while men make droppers of nuclear weapons to destroy all the lives.
7. **They just let Nature ... in the first place. (Para. 5)**: They (animals) just let Nature clear up the weaker or the less fortunate part of their species; otherwise they will be first of all faced with the problem of survival.
8. **Darwinistic (Para. 7)**: of Darwinism, or of the theory "survival of the fittest" 符合达尔文主义的



Post-reading Exercises



Discussion Questions

Your Score:

Directions: There are five questions based on the text you have just read. Discuss these questions with your classmates and then provide your answers. (20%, 4 points each)

1. Does the author totally agree with Darwin? Why?
2. What is compared with human society in this passage?
3. In what way does an industrial society do harm to the environment?
4. Do any animals or plants do damage to Nature?
5. What do you suggest human being to do in order to conform to Nature and the environment?



Words Used Alive

Your Score: _____

Directions: Fill in the blanks with the words given to you. Change the form where necessary. (30%, 1 point each)

1. extend, extension, extensive, extent, extensively

- The students dislike the _____ of the term at will.
- Jennie came forward, _____ her hand and blushing.
- The river flooded _____ areas and caused damages in the countryside.
- He had read _____ and had assimilated his reading.
- The _____ of the forest was unknown to the settlers.

2. dominate, domination, dominant, dominance

- She has been under the _____ of her father since childhood.
- My elder brother had a very _____ nature; we all did what he wanted.
- Even as a child he showed an inclination to _____ over the other children.
- The governing party won the absolute _____ in the election.
- The book is expected to _____ the best-seller lists.

3. diverse, diversity, diversify, divert, diversion

- The wild life in Africa is extremely _____.
- My sister and I have _____ ideas on how to raise children.
- _____ of opinions is encouraged in this discussion.
- He had fixed on his target for the next two months. Nobody and nothing would _____ him from this.
- The magician's talk creates a _____ of attention so that people do not see how he does his tricks.

4. compete, competition, competitive, competitor

- Because there is so much unemployment, the _____ for jobs is very fierce.
- The children _____ against each other to reach the other end of the pool.
- Sales representative is a highly _____ post.
- A _____ is one who competes with another, as in sports or business.
- He was in _____ with 10 others for the job.

5. generate, generation, generative, generator

- A _____ can turn water power into electric power.
- The _____ of new ideas is a valuable talent.
- When coal burns, it _____ heat.
- No error is allowed in the _____ process.
- There is generally a _____ gap between the young and their parents.

6. participate, participation, participant

- A _____ is one that participates, shares, or takes part in something.
- If only I could _____ in your good fortune.
- He shrank from any direct _____ in politics.

D. He has been an active _____ in social work all the years.

E. Teachers often encourage the students' _____ in debating class.



Error Correction

Your Score:

Directions: This part consists of a short passage with altogether 10 mistakes, one in each numbered line. You may change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the correct place and write the missing word in the blank. If you delete a word, cross it out and be sure to put a slash (/) in the blank. (20% , 2 points each)

How did Darwin's love of natural science develop? When he was nine years old his father decided to send him to Revd. It was a boarding school for boys in particular, but Darwin it had the great advantage of being just across the small river from his father's house, as a result, he was able to visit his home right after class many time a week.

At this school Darwin learned the classics, ancient history, and Greek, all of which he found entirely bored, and therefore, in which he had no interests at all. Among the courses he had a particularly hard time to learn Greek and struggled along by memorizing bits of phrases and stringing them together to form sentences (of course, he entirely forgot these memorized bits with a few days). It is undoubtedly safe to say that Darwin was a slowly learner in his youth. He was not inspired much by his schooling, and found his only pleasures there in reading Shakespeare's historic plays, the poems of Byron, Scott, Thomson, and the Odes of Horace.

Darwin's increase interest in natural science was spurred on by events outside his formal education. These events were: (1) the many hikes he went in Northern Wales, (2) an interesting book he had read many times between this period, and (3) helping his brother, Erasmus, in his chemistry lab in the backyard.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

PART II

Figures of Speech

If we say, "The wind is blowing hard through the wood," "A stream is flowing quietly nearby," "The little girl is singing merrily", we are making literal, plain statements which give mere information about some facts and nothing more. But when we say, "The wind is roaring through the woods," "A stream is murmuring dreamily nearby," "The little girl is singing as merrily as a lark," we are not speaking literally, but figuratively. You can see that some expressed or implied comparisons are involved here. Such comparisons are called figures of speech and the language in which they are expressed is