

**B**OOK

# 当代 大学英语 泛读教程

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(修订版)

主 编 周忠杰  
陈 建  
主 审 翟象俊

CONTEMPORARY  
COLLEGE  
ENGLISH  
EXTENSIVE  
READING



河海大学出版社

# 当代大学英语泛读教程

(修 订 版)

## Book I

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# 前 言

《当代大学英语泛读教程》是根据国家教委审定批准的《大学英语教学大纲》编写的一套泛读教材,共四册,总阅读量为十二余万词(课文部分),符合大纲规定的泛阅读量。

泛读的目的在于陶冶学生的阅读情趣,养成阅读习惯,强化阅读技能训练,提高阅读理解能力,巩固已学会的词汇,扩大总词汇量,以达到大纲规定的词汇要求。泛读为学生提供了应用学过的知识和阅读技能获得信息的实践机会,也是扩大学生知识面的一种有效手段。

本套泛读教材选自当代英语原版教材,内容新颖,语言规范,题材多样,融教育性、科学性、趣味性、知识性于一体。词汇逐级递进,文章长短适中。每篇之后均配有阅读理解测试题,能使学生了解自己的理解能力,也能使教师掌握学生理解能力的提高指数,以便调整教学环节。每篇之后还配有一定量的词汇练习,使学生不必花太多时间就能复习和巩固教材中出现的大纲所规定的词汇,每篇材料后列出生词及词组,并配有注释,使学生不需多查词典及其它参考资料就能较好较顺利地读懂文章,提高阅读速度,达到泛读的目的。本套教材由华东地区省(市)属师范大学大学外语协作组编写,山东师范大学李玉麟副教授统稿,复旦大学翟象俊教授主审。第一册由周忠杰、陈建主编。

参加本册编写的教师有:

上海师范大学:周忠杰,袁玲玲,贺哲

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福建师范大学:陈建,擅东星,林元富,杜敏,邱爱萍,吴冬倩

上海师范大学李菱菱同志打校了大量稿件。

由于编写时间仓促,如有疏漏,敬请读者批评指正。

华东地区省(市)属师范大学  
大学外语协作组  
1991年3月



## 再版说明

《当代大学英语泛读教程》一套四册是从1991年开始陆续出版发行的,现已多次印刷,共发行了六万多套。本套书问世以来,受到了广大读者的欢迎,并得到了专家及大学英语界同行的好评,实现了原编者们的旨意:较好地与《大学英语精读》教材配套,丰富和巩固了所对应的精读课文的内容和语言知识,同时也增强了学生阅读科普文章的能力。

在使用过程中,我们发现,本套教材中仍存在着一些需要完善的地方。如有个别课文难度较大,有个别课文可读性差,有的课文词语注释不当等。为此,我们本着“精益求精”的编写原则,更换了部分课文,修改了部分词义,同时也更正了一些印刷错误。近年来,大学英语教学中对学生英译汉能力的提高也更加重视了,全国大学英语四级统考中也增加了英译汉的内容。我们在本套教材修订中及时地体现了这方面的要求,在每课后增设了英译汉的练习,以在提高学生阅读理解能力的同时,也增强他们的英译汉的能力。

本次修订工作是由李玉麟、周忠杰教授及于忠喜、陈佐卿副教授主持的。参加修订的还有浙江师范大学的张笑贞老师,安徽师范大学的宋庆文、李蓓、孙胜忠、朱琴老师及外籍教师 Paul Dean,在此一并表示感谢。

华东地区省(市)属师范大学  
大学外语协作组  
1996年6月

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## Unit 1

### 1. LANGUAGE LEARNING A SKILL

The teaching of English differs from the teaching of many of the other subjects in the school curriculum. English, at least in its early stages, does not consist of a body of information to be passed by the teacher to the student, as subjects like history or chemistry do. There is surely information to be acquired on grammar, phonetics and so on. A student can know all about English and yet be unable to follow an ordinary conversation between English people or speak half a dozen sentences as English people would say them. The people who only learn (or teach) about English make the mistake of regarding "English" as a "subject" (like geography or physics).

Language learning is a skill like swimming or tennis. You learn to swim by getting into the water and swimming; you learn football by going and kicking a ball. And you learn to speak English by speaking it and not by being told about it.

You will, of course, learn to swim or play tennis better and more quickly if you are helped by a teacher who knows the "theory" of swimming or tennis, who realises the difficulties that have to be overcome, the enemy that has to be beaten and who knows the best method of overcoming them. Now in learning a language "the enemy of the language to be learned is the language already in possession." In other words the student always finds that his mother tongue acts as a hindrance in the learning of a new language. For many years he has been accustomed to certain speech habits of sound-formation, of word order, of sentence structure. At every turn the learner is most likely to follow his natural inclination and, for the speech sounds, stresses, word order and idiom of English, substitute the sounds, order and idiom of his own language. What the teacher has to do is to replace the deeply rooted language habits of the student's native language by the quite different English ones. The influence of the mother tongue can be very subtle and very far-reaching. I remember remarking to a very good student, a German girl living in England, that she was not speaking English quite so well as she usually did. "It's a funny thing," she said, "I received a letter from home this morning, and I have noticed that on the days I get a letter from home my English is worse."

The vital thing, then, for the beginner is not so much instruction as practice: practice in listening to English and practice in using English. Learning to speak English therefore is not, or ought not to be, a matter of learning “rules of grammar,” but of practising speech patterns or sentence patterns until they become automatic and are no more matter of conscious thought than breathing is. In other words the learner should acquire his English as the child learns its own mother tongue, not by conscious thought about grammar but by imitation. There is no doubt that imitation is one of the keys, perhaps the golden key, to success.

An Englishman speaking English will use constructions, verb tenses, agreements, etc, quite correctly but quite unconsciously. If you asked him why he used one particular form rather than another he probably couldn't tell you. He merely knows that what he said “sounded right.” He has, by constant hearing of a form and constant practice in using it, acquired a “linguistic sense.” This is hardly helped at all by grammatical knowledge. Grammatical knowledge creates a critical sense: it can judge whether the final product is right or wrong, but it does nothing to produce it. Now we are aiming at creating that “linguistic sense” in our students by the same methods, i. e. ,imitation and practice, but practice on selected material.

A lesson is not the pouring of the wine of learning into empty passive bottles. The most successful class is one where the students, not the teacher, do the greater part of the work. “The language teacher's worst and commonest fault is Talking Too Much. He tries to make Teaching a substitute for learning, and in doing so prevents the class from learning.” (Michael West) Learning English, or learning anything, is a partnership where pupils and teacher work together. And to be really successful it ought to be a happy partnership.

approximately 750 words

## New Words

curriculum /kə'rikjuləm/ n.	课程(表)
phonetics /fəu'netiks/ n.	语音学
hindrance /'hindrəns/ n.	障碍
inclination /inkli'neɪʃən/ n.	倾向;爱好
subtle /'sʌtl/ a.	微妙的;难以捉摸的
imitation /imi'teɪʃən/ n.	模仿;摹拟
linguistic /liŋ'gwɪstɪk/ a.	语言(学)的

## Notes

1. This text is adapted from Essential English, Teacher's Book by C. E. Eckersley.
2. at every turn: 事事, 处处, 总是
3. to follow his natural inclination: 按他本能的意愿行事。

## Exercises

### I . Comprehension Check: True or False

- ( ) 1. According to the author, language learning is the most important subject in the school curriculum.
- ( ) 2. The students can speak English quite correctly if their language teachers teach them the rules of the language.
- ( ) 3. The "linguistic sense" is acquired by constantly hearing and using the language.
- ( ) 4. A good English teacher is a teacher who teaches his students a lot about English.
- ( ) 5. Language learning is a skill. This means practising in using a language is the only way of mastering the language.
- ( ) 6. One's mother tongue usually becomes an obstacle in his learning a foreign language.
- ( ) 7. For children imitation is the golden key to success in learning a language.
- ( ) 8. "The language teacher's worst and commonest fault is Talking Too Much." This means he or she fails to let the students practise in using the language in the classroom.

**I. Choose the one word or phrase which would best keep the meaning of the original sentence if it were substituted for the underlined part.**

1. The teaching of English is not the same as the teaching of other subjects in the school curriculum.
- A. different from                      B. varies in  
C. differs from                         D. contrast with
2. The ability to use a language can be got only by the act of using the language.
- A. acquired                                B. taken

- C. reached D. attended
3. The learning of a foreign language has many obstacles to get over.  
A. fight B. overcome  
C. control D. treat
4. A mother can never be replaced by anyone else in her role in the family.  
A. changed B. exchanged  
C. represented D. substituted
5. My parents lay great emphasis on honesty.  
A. stress B. force  
C. importance D. manner
6. Mr. Smith said that I had a good command of the English language.  
A. told B. spoke  
C. remarked D. talked
7. Your support is very important to the success of this project.  
A. necessary B. useful  
C. precise D. vital
8. Art students often spend a lot of time in the copy of the great masters.  
A. collection B. imitation  
C. sketching D. painting

### III. Translate the following sentences into Chinese:

1. A student can know all about English and yet be unable to follow an ordinary conversation between English people or speak half a dozen sentences as English people would say them.
2. The most successful class is one where the students, not the teacher, do the greater part of the work.

## 2. LEARNING A LANGUAGE

Linguists are interested in the abilities to understand and use language that people have. One of the abilities that people have is the ability to learn language. You are using this ability right now in your efforts to learn English as a second language. Most students would like to know how to learn a language more easily. Most linguists and language teachers would also like to know this. Linguists are working on this problem in two ways. First, they are trying to understand how children learn to speak and understand their native language. They are also trying to learn how people learn a second language.

Linguists are not sure how children learn to speak. Some linguists think that children are born with an ability to learn and use a language. This does not mean that you came into the world knowing your native language. It means that, along with many other things, you were born with the ability to learn your native language. One group of linguists feels that with just a little exposure to language, and a little help from your parents, you were able to learn to speak. Another group of linguists does not think this is correct.

This second group of linguists think that children learn to use a language from their parents. They believe that a child's parents teach their child to say sounds and words in their language. When the child knows some words, the parents begin to teach their child to say sentences. The linguists do not think that parents teach their children in the same way that people are taught a second language. Instead, parents probably teach their children by talking to them and correcting their use of language. These linguists feel that you learn your language mainly from your environment. In this case, your environment is your family and your home.

There are some other theories about how children learn language. Many people are studying the process of language learning by children. This work is being done in many countries. Linguists are not only people who are interested in these questions. Many psychologists, doctors, and parents are also interested. People who are teaching foreign languages are interested in this process, too.

Foreign language teachers are interested in how children learn to speak their native language for a very important reason. If we know how children learn their native language, perhaps we would have an easy way to teach adults, as well as children, a second language. This is a very interesting idea. Some foreign language teachers believe that adults learn a second language the same way children learn their

native language. These teachers try to make their students' lives similar to the life of a child just learning to speak. These teachers speak only the foreign language in the classroom. They will not speak to the student in the native language. They try to expose the student to as much of the spoken language as possible. They do not teach the student any rules for using the language. Most parents don't teach their children rules for language usage, either. They simply tell the child how to say something correctly. Foreign language teachers using this spoken language method do the same thing. For some students, this method is successful. They learn to speak quickly and easily. They seem to enjoy using the language, and they do not worry about using exactly the right rule for everything they say. Some students, however, cannot learn a language this way. Linguists are trying to find another way to teach them a language.

A second method, the rule-learning method, sometimes works better with these students. Some linguists believe that learning a foreign language is different from learning to speak your native language. They feel that a student must learn the rules for using the language by memorizing them. The students must practice saying things in the language, using the rules correctly. These linguists try to teach the students the rules of the language they want to learn. Then they give the students many sentences in the language to say over and over again. The students are encouraged to make up new sentences using the rules that they have learned and other words that they know.

Some students are very successful with this second, rule-learning method. They learn the language quite quickly and can use it well. They know the rules for using the language, and can speak it and understand it too. For many students, this is the best way to learn a foreign language. For some students, both of these methods may work. Sometimes teachers use a combination of these methods in a class, hoping that everyone will be able to learn the language with one method or the other. Some people can go to a country and "pick up" the language simply from hearing it and trying to communicate. These people are rare.

Most people try to learn a language by taking classes and studying it in some way. Most teachers will try different ways of teaching to help the students learn the language quickly and easily. Linguists and psychologists are trying to understand how people learn and use a language. Perhaps language learning will be easier for everyone when we have a clear understanding of how people learn and use language.

approximately 900 words



## New Words

linguist /'lɪŋgwɪst/ n.	语言学家
exposure /ɪks'pəʊʒə/ n.	暴露
environment /ɪn'vaɪərənmənt/ n.	环境
process /'prəʊses/ n.	过程
psychologist /saɪ'kɒlədʒɪst/ n.	心理学家
adult /'ædʌlt/ n.	成年人
similar /'sɪmɪlə/ a.	相似的
memorize /'meməraɪz/ vt.	记住
combination /kəm'bi'neɪʃən/ n.	结合, 合并
communicate /kə'mjuː'neɪt/ vi.	交流, 交际

## Notes

1. This text is taken from Reading in Contemporary Culture by Alice S. Horning.
2. Some linguists think that children are born with an ability to learn and use a language. 一些语言学家认为小孩生来就有学习和使用语言的能力。
3. ...with just a little exposure to language, and a little help from your parents, you were able to speak. 只要对语言有一些接触, 并从父母处得到一些帮助, 你就能够学会说话。
4. the process of language learning by children: 小孩的语言学习过程
5. They try to expose the student to as much of the spoken language as possible. 他们试图让学生尽量多接触口语。
6. A second method, the rule-learning method, sometimes works better with these students. 第二种方法, “规则学习法”, 有时在这些学生身上更有效。
7. Sometimes teachers use a combination of these methods in a class, hoping that everyone will be able to learn the language with one method or the other. 有时教师在课堂上把这两种方法结合使用, 希望每个学生都能通过其中一种或是另一种方法来学会语言。
8. “pick up the language”: 自然而然地学会语言。

## Exercises

### 1. Comprehension Check: True or False

- ( ) 1. All linguists think that children are born with an ability to learn and use a language.
- ( ) 2. The second group of linguists feel that children learn a language mainly from their family and their home.
- ( ) 3. Some foreign language teachers believe that once they know how children learn their native language they will have an easy way to teach a second language.
- ( ) 4. If the students enjoy using the language and do not worry about using the right rule for what they say ,they can learn to speak the language quickly and easily.
- ( ) 5. The rule-learning method works better than the spoken language method.
- ( ) 6. Many people can learn the English language after they have visited an English-speaking country.
- ( ) 7. If we have a clear understanding of how people learn and use language we don't have to learn a language by taking classes.

1. Choose the one word or phrase which would best keep the meaning of the original sentence if it were substituted for the underlined part.

- The house itself is not particular to my mind, but I like its surroundings.  
A. environment                      B. connection  
C. encouragement                  D. combination
- Her skin was dry after being left without protection to the wind.  
A. existence                          B. exposure  
C. expense                            D. exhibition
- They give hope and confidence to the children to paint pictures.  
A. memorize                          B. believe  
C. encourage                         D. expose
- Education is a lifelong course.  
A. press                                B. profit  
C. program                            D. process
- The train stopped to collect passengers.

