

BOOK

当代 大学英语 泛读教程

3

(修订版)

主 编 于忠喜
刘传骅
主 审 翟象俊

CONTEMPORARY
COLLEGE
ENGLISH
EXTENSIVE
READING



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Book III

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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。第三册由于忠喜、刘传骅主编。

参加本册编写的教师有:

南京师范大学:于忠喜,程中锐,戴乐础

上海师范大学:周忠杰,费惠芳,陆玲妹

江西师范大学:刘传骅,陈润基

山东师范大学:李玉麟,逢晖,臧金兰

安徽师范大学:陈佐卿,潘强,陈玉立,宋庆文

浙江师范大学:过雪晴,吴国良,傅延爽,胡美华

福建师范大学:陈建,魏林

南京师范大学程中锐同志参加了部分主编工作,戴乐础同志打校了大量稿件。

华东交通大学大学外语教研室赵振春同志提供了部分资料并参与了本教材的编写工作。

由于编写时间仓促,编者水平与经验有限,教材中不妥之处在所难免。敬请广大读者批评指正。

华东地区省(市)属师范大学
大学外语协作组
1992年5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. VILMA MARTINEZ, ATTORNEY

The woman was coming down the street again. Vilma watched her from the front porch of her parents' house in San Antonio and wondered if she'd speak. She always said something in English that Vilma didn't understand because she spoke only Spanish.

The woman was black. She had a nice smile. She said that same thing and waved. Vilma smiled and waved back. This time she had heard the words clearly enough to mimic them. She ran into the house and repeated them to her mother.

"She wants to know your name," her mother said, "You can call her tomorrow."

The next day Vilma was ready when the woman spoke.

"My name is Martinez," she said, and felt proud to be speaking English at last. After the woman left, Vilma stayed on the porch talking to herself and making sounds she pretended were English. She knew she would soon be going into first grade. Perhaps she would learn real English there. She could already read Spanish, because her grandmother had taught her.

First grade was frightening. The classroom was large and there were lots of children. The teacher seemed kind but Vilma couldn't understand what she said. She couldn't understand most of the children either. Although she wanted so much to learn, it seemed as if there were no way without English.

"Hi," somebody said behind her. "What's your name?"

Vilma turned around with a smile. She understood that much!

"Vilma," she said. "What's your name?"

"Nora."

It was the beginning of a friendship that pulled Vilma through first grade. Four years later when she was doing well in school, she helped Nora pass fifth grade.

Then the Martinez family moved to a different neighborhood. Mr. Martinez was a carpenter and his work took him all over San Antonio. By the time Vilma was in junior high school most of the girls in her class were already talking about getting jobs as secretaries or clerks in offices when they left school.

"What are you going to do, Vilma?" a friend asked. "With your grades you could do anything."

But it wasn't until she was in high school that Vilma found out what she really wanted to do. The summer she was fifteen, she went to work for a friend of her father, a lawyer in town, and there she became fascinated by the law and what it could do for people. The lawyer talked with her about her future.

"You're the top student in your class," he said, "which means any profession is open to you. You should do what you can do, and not put up with less."

She decided then that she would be an attorney and would apply for entrance to the University of Texas at Austin for her bachelor's degree. Her high school seemed reluctant to give her information on university entrance. Vilma wrote to the university herself, was accepted, and moved into a cooperative residence with sixteen other girls.

For the next two and a half years she carried a heavy study load. Along with that she washed utensils in the biochemistry laboratory to help pay her way, and also did daily chores at the co-op where she lived.

Because she knew she had very little money at her disposal, Vilma worked to complete her B. A. as fast as possible. This meant doubling up in courses, working summers, even taking a correspondence course — and almost ignoring any social life.

There were 22,000 students on the University of Texas campus. Only a few were Mexican Americans. Yet Vilma was one of the fifteen students chosen to take part in an exchange program with the University of Chile, South America, during the summer of 1963.

On her graduation from Texas at the age of nineteen, Vilma was accepted into Columbia Law School in New York City. It was a totally different world but she soon found that she loved New York.

In 1967 came her first job — that first day when she walked into the office as a full-fledged lawyer. She felt a little nervous, but only a little. This was what she had been working for. This was another goal achieved.

Being Mexican American and a lawyer, Vilma naturally became interested in setting up an organization that would help her fellow Chicanos. This came in the form of MALDEF (Mexican American Legal Defense and Educational Fund).

Not long ago, sitting in her MALDEF office in San Francisco where she was supervising twenty-one attorneys in six different offices, Vilam talked eagerly about the organization.

"When we started in 1967, I was liaison for MALDEF from the NAACP, and we modeled much of our organization on theirs."

A tiny, lively bundle of energy, she sat forward on her chair, tapping a pen on one thumb.

“I raised funds in New York City and was elected to the board of MALDEF in 1971, then came to this job in San Francisco in 1973. MALDEF is working for our people, and for all people whatever their color and sex. Everyone must have a fair chance. If a boy has the ability to work with his head and his hands, why should he always be a mechanic? Why shouldn't he be an engineer if he wants to? If a girl wants to help people get well, why couldn't she be a doctor as well as a nurse?”

A San Francisco court ruled that if children were given the same facilities they then had the same opportunities. MALDEF looked at this. What if the child were Spanish-speaking and couldn't, for example, use the textbooks supplied? MALDEF went to court and the law was reversed.

In a New Mexican court, MALDEF won their case stating that children who didn't speak English were entitled to instruction in Spanish.

Vilma explained — “We at MALDEF recognize the fact that forty to sixty percent of our Mexican American children never graduate from high school. We are finding out why, and trying to put an end to the reasons.”

Perhaps some of her enthusiasm stems from memories of that little girl who sat in a first grade class and didn't understand the teacher.

approximately 900 words

New Words

attorney /ə'tə:ni/ n.	(美) 律师
porch /pɔ:tʃ/ n.	门廊
San Antonio /sænæn'təuniəu/	圣安东尼奥(美国得克萨斯州南部城市)
mimic /'mimik/ vt.	模仿
pretend /pri'tend/ vt.	自称, 自命
fascinate /'fæsineit/ vt.	迷住, 强烈地吸引
utensil /ju(:)'tensl/ n.	器皿, 用具
biochemistry /'baɪəu'kemistri/ n.	生物化学
chore /tʃɔ:/ n. [~s]	家庭杂务; 日常零星工作
summers ad.	在夏天
Chile /'tʃili/ n.	智利
full-fledged /'ful'fledʒd/ a.	羽毛丰满的, 受过全面训练的
Chicano /tʃi'ka:nəu/ n.	墨西哥裔美国人
supervise /'sju:pəvaiz/ vt.	监督; 管理
liaison /li(:)'eizən/ n.	联络人
raise vt.	筹集(资金等)
board /bɔ:d/ n.	委员会, 理事会

rule	vt.	裁决, 判定
reverse	/ri'veɜ:s/ vt.	推翻, 撤消
entitle	/in'taitl/ vt.	给...权利
stem	/stem/ vi.	起源; 发生

Notes

1. This text, taken from Worldwind, is written by Evelyn M. Begley.
2. junior high school, high school 参见下表:

小 学				中 学							
初 小				高 小		初 中			高 中		
1 2 3 4				5 6		7 8		9	10 11 12		
Elementary (Primary School)				Middle school					High School		
				Junior High School					Senior High School		

3. You should do what you can do, and not put up with less.
你应该干你能干的工作, 差的工作就不干。
4. ... apply for entrance to the University of Texas at Austin for her bachelor's degree:
...申请进入位于奥斯丁的得克萨斯大学以取得她的学士学位
5. cooperative residence (short form: co-op): 合作公寓
6. ...she carried a heavy study load; ...她承受住了沉重的学习负担
7. pay one's way: 支付应承担的费用; 支付学费生活费等
8. at one's disposal: 供自己用, 由自己支配
9. This meant doubling up in courses, working summers, even taking a correspondence course 这意味着选课增加一倍, 在夏天也学习, 甚至还要修一门函授课
10. This came in the form of MALDEF (Mexican American Legal Defense and Educational Fund). 这一组织以“墨西哥裔美国人法律保卫和教育基金会”的形式出现了。
11. NAACP: National Association for the Advancement of Colored People(美国)全国有色人种协进会
12. ...and we modeled much of our organization on theirs:
.....我们在很大程度上是依照他们的模式建立起我们的组织的
13. A tiny, lively bundle of energy, she sat forward on her chair, tapping a pen on

one thumb. 她身材娇小，举止活泼，精力充沛，身体前倾着坐在椅子上，一边用钢笔敲打着拇指。

14. MALDEF looked at this: “墨西哥裔美国人法律保护和教育基金会”考察了这一裁决。

Exercises

I. Comprehension Check: Multiple Choice

1. Why was first grade frightening, in young Vilma's mind?
 - A. Because she was too young and too shy.
 - B. Because she could understand little English.
 - C. Because the classroom was large and there were lots of children.
 - D. Both B and C.
2. What or who helped Vilma pass first grade?
 - A. Nora.
 - B. Her teacher.
 - C. Herself.
 - D. Nora's friendship.
3. The phrase “at her disposal” in the 18th paragraph probably means _____.
 - A. at hand
 - B. on hand
 - C. to be used as she wished
 - D. to use when needed
4. The word “full-fledged” in the 21st paragraph probably means _____.
 - A. full of spirit
 - B. grown up
 - C. skilled
 - D. completely trained
5. From the passage we may get the impression that Vilma was _____.
 - A. charming and clever
 - B. attractive and untiring
 - C. unique and hard working
 - D. cheerful and energetic
6. MALDEF is working for _____.
 - A. white people only
 - B. colored people only
 - C. male Mexican Americans only
 - D. all people, both white and colored, male and female
7. A San Francisco court ruled that _____.
 - A. given the same study aids or circumstances, children had the same chances
 - B. under the guidance of the same teacher, children had the same opportunities
 - C. given the same instructions, children's chances were equal
 - D. children who are in the same grade had the same opportunities

II. Choose the one word or phrase that best completes the sentence.

1. He can _____ his teacher's voice and gestures very cleverly.

2. COURTS

Wherever people live together in communities, disputes are bound to arise. Among animals, conflicts result in victory for the stronger or quicker. But human beings believe that in an argument the one who is right should win. Sometimes an argument can be settled quickly. But sometimes the problem is more complicated and can be settled only in a court.

A court is a forum, or meeting place, established by the government for the just and peaceful settlement of disputes and the enforcement of laws. Courts and methods of carrying out justice have changed as society has changed. Over the centuries the changes have been enormous.

Europeans in the Middle Ages often settled disputes in ways that seem extremely crude and unfair to us today. One method was called trial by ordeal. There were four forms of ordeal — “cold water,” “hot water,” “hot iron,” and the “morsel.” In the cold water ordeal, the accused person was tied and lowered into water. If he sank, he was declared innocent. If he floated, he was considered guilty and was punished. In ordeal by hot water, the accused plunged his hand into boiling water and pulled out a stone. If his hand showed no injury after 3 days, he was considered innocent. In the hot iron ordeal, the accused had to carry a red-hot iron bar 9 feet. As in the boiling water ordeal, his hands were inspected 3 days later to determine guilt. The morsel ordeal, although not so painful, was as hard to pass as the other three. The accused had to swallow a big piece of food without choking on it.

Trial by ordeal was a typical way of doing justice in the Middle Ages. From these crude and unreliable procedures, there developed through the centuries our present system of trials in courts of law. We will skip this interesting history and see what procedure was devised by the great minds of several nations through many eras as the best way to settle serious disputes in the courts.

How Courts Work to Settle Disputes

In a civil case one person sues another. The one who sues is the plaintiff. He complains that the other has “injured” him. A lawyer writes out the complaint and files it with the court. This piece of paper, the “complaint” tells what the argument is about. The filing of the complaint by the plaintiff’s lawyer starts the case.

Next, the lawyer for the defendant prepares an “answer” and files it with the court. The complaint, the answer, and similar papers are called “pleadings” because they are requests, or pleas, to the court. The lawyers may make various motions, or claims, concerning the pleadings until the dispute is clearly stated. Then “the issue is

joined . ” That means it is ready to be decided by the court.

A criminal case, on the other hand, starts when a policeman arrests someone (the defendant) for breaking the law. For some crimes the policeman must see the man breaking the law in order to arrest him. For others he may make the arrest when a witness tells him about it. Then the policeman takes the arrested person to court as soon as possible.

In court a complaint is drawn up. In the criminal complaint the policeman or the victim accuses the defendant of doing certain things which amount to a crime. The complaint (accusation) is read to the defendant. But he need not answer it yet. He has a right to have a lawyer defend him. He is given time to prepare his defense. In the meantime the accused probably will not have to stay in jail. Instead he can put up some money to assure the court that he will return to answer the charges. This money is called bail.

The next step in a criminal case is for the prosecutor (usually called a district attorney) to prepare normal written charges. In many cases the prosecutor must call his witnesses before a group of citizens known as a grand jury. They decide whether to make an accusation. If they vote to accuse the defendant of a crime, their charge or accusation is called an indictment. If they feel there is not enough evidence, they may dismiss the charge, and that ends it.

Sometimes witnesses are called and evidence presented to a grand jury before anyone is arrested. In such a case the defendant is arrested only after he has been indicted. Where there is no grand jury or where the crime is not serious, the formal accusation is made by the district attorney. This is sometimes called an information.

The defendant may be charged with a serious crime (a “felony”) or a less serious one (a “misdemeanor”). After the accusation is filed with the court, the defendant is called in with his lawyer to answer it. This is the “arraignment.” When he is arraigned, the defendant is asked: “How do you plead?” He may admit the truth of the charge by pleading guilty. He may deny the accusation or simply refuse to admit guilt by pleading not guilty. If he pleads not guilty, the case is ready for the court. The court trial will decide whether or not he is guilty.

approximately 870 words

New Words

dispute /dis'pjʊt/ n.

争论, 纠纷

forum /'fɔ:rəm/ n.

论坛, 讨论会

enforcement /in'fɔ:smənt/ n.

实施, 执行

ordeal /ɔ:'di:l/ n.	神明裁判, 神判
morsel /'mɔ:səl/ n.	(食物的)一口, 一小份
innocent /'inəsnt/ a.	清白的, 无罪的
choke /tʃəuk/ vt.	噎住, 窒息
procedure /prə'si:dʒə/ n.	程序
sue /sju:/ vt.	控告, 控诉
plaintiff /'pleintif/ n.	原告
defendant /di'fendənt/ n.	被告
pleading /'pli:diŋ/ n. [常作~s]	(原告的)诉状; (被告的)答辩状
bail /beil/ n.	保释金
prosecutor /'prɒsɪkjʊ:tə/ n.	检察员, 起诉人
indictment /in'daitmənt/ n.	起诉书, 诉状
indict /in'dait/ vt.	对...起诉
felony /'feləni/ n.	重罪
misdemeanor /misdi'mi:nə/ n.	轻罪
arraignment /ə'reinmənt/ n.	传讯, 提审
arraign /ə'rein/ vt.	传讯, 提审
plead /pli:d/ vi.	申诉, 答辩, 辩护

Notes

1. This text, excerpted from The New Book of Knowledge, is written by H. Richard Uviller, a B. A. and LL. B. (法学士), Assistant District Attorney, and professor in the School of Law, Columbia University.
2. The Middle Ages: (欧洲史上的)中世纪(自公元1100年至1500年)
3. trial by ordeal: 神裁法(中世纪欧洲施行的判罪法, 在被告经受某种痛苦的试验, 若受神主宰承受住试验而不受伤害则定为无罪。)
4. grand jury: 大陪审团(由12至23人组成, 可调查一项指控, 以决定是否充分证据应使被告受审, 或对该案不予受理。)

Exercises

I. Comprehension Check: Multiple Choice

1. Which of the following statements is NOT true according to the article?
 - A. Among animals, it is the stronger or the quicker that wins a conflict.
 - B. A court is a place where disputes are settled and laws are enforced.
 - C. Courts have changed greatly over the centuries.

- D. In ordeal by hot water, if the accused could pull out a stone from the boiling water, he was considered innocent.
2. Compared with the other three forms of ordeal, the morsel ordeal was _____.
A. the most cruel one B. the least cruel one
C. equally cruel and hard to pass D. none of the above
3. "Innocent" in the third paragraph probably means _____.
A. harmless B. naive
C. guilty D. guiltless
4. In a civil case, if someone wants to sue another, he should _____.
A. write out the complaint
B. prepare an answer
C. ask a lawyer to file the complaint with the court
D. both A and C
5. Sometimes the accused can stay out of jail because _____.
A. his pleadings are not ready
B. his crime is not so serious
C. he is given time to prepare his defense
D. he can afford the bail
6. Which of the following statements is TRUE according to the article?
A. Only when the policeman sees somebody breaking the law can he make the arrest.
B. If the accused can put up bail, he will not be sentenced to imprisonment.
C. If the accused refuses to admit guilt, the case should be decided by the court trial.
D. When the crime is serious, it is the district attorney who makes an information.
7. "Accusation" in the last paragraph probably means _____.
A. blame B. condemnation
C. pleading D. charge

I. Choose the one word or phrase that best completes the sentence.

1. No matter how busy he was, he was _____ to show up at the meeting.
A. due B. bound
C. possible D. likely
2. Tom's sister got many presents while Tom got nothing on Christmas, which seemed _____.
A. unequal B. unfit
C. unfair D. unheard