



教育部推荐使用大学外语类教材  
全国高等学校第二届优秀教材特等奖  
国家教委高等学校第二届优秀教材一等奖

第三版  
Third Edition

# 大学英语 精读 College English

总主编 董亚芬

INTENSIVE READING

学生用书 STUDENT'S BOOK

# Book 2

主 编 翟象俊





《大学英语》系列教材的再修订，以《大学英语课程教学要求（试行）》为依据，历经三年调研，汲取全国数百所高校师生的建议和意见，旨在发扬我国大学英语教学的优良传统，推广成功经验，为新时期人才培养再作贡献。

● 融合传统与现代教学理念：

强调打好扎实语言基本功，突出综合应用能力的提高

● 发挥综合优势，完善原有体系：

大幅度、全方位修订《精读》、《泛读》、《听力》、预备级《泛读》、预备级《听力》，重编《快速阅读》、预备级《精读》，删繁就简《语法与练习》

● 调整起点，充实优化素材：

1 800词起点（预备级1 300词）；选材全面完备，经典性与时代性、文学性与科普性完美匹配

● 革新练习，五种技能并重：

阅读材料丰富多彩，听力训练形式多样，词汇练习注重复现，语法操练循序渐进，翻译训练实用全面，口语活动精彩纷呈，写作训练由浅入深，四、六级口、笔试中学生常犯的语言错误讲解分析精辟实用

● 辅以现代教育技术手段，充分满足教学需要：

同步推出与纸质教材配套的电子教案和学生学习光盘，帮助教师构建新型的课堂教学模式，为学生创造自主式、交互式的学习环境

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# 总序

《大学英语》是遵照1986年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

## 本次修订原则：

1、教材的定位不变。《大学英语》是综合教育型（English for integrative purposes）而非特殊目的型（English for specific purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2、选材原则不变。正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3、在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4、本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

## 本次修订重点：

### 精读：

1、更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分



相形见绌的课文。

2、梳理全教程的练习。除了设置新的听、说练习外，还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习，以提高学生在使用英语时的准确性。

3、为了帮助学生集中精力学好基本词语，这次修订继续遵循前次修订时的方法，把全书单词分为三类：(1) words to drill (通过反复操练能熟练掌握其用法的单词)；(2) words to remember (能记住其形、音、义的单词)；(3) words to have a nodding acquaintance with (能于再次出现时根据上下文识别其词义的单词)，并进一步调整各项练习，以确保常用词语的复现率。

4、为了提高学生的写作能力，这次修订还强调微观与宏观的写作技能同时发展，即一方面训练学生如何写好各类句子，同时从第一课开始就要求学生写成段的文章。

#### 泛读：

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型（如增加了词汇练习和翻译练习），以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

#### 听说：

除了大幅度更新听力材料，适当提高听力理解的要求之外，这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材，并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

#### 快速阅读：

除了原有的版本继续发行之外，还另外编写了一套全新的快速阅读教程，内容侧重科普，供各类院校选择使用。

#### 语法与练习：

把原有四册书删繁就简为两册，以便于学生携带。删除部分章节，增补和替换了大量例句和练习。为方便学生自学，例句都附有中文译文。本教程既可作为语法参考书，也可作为补充练习手册。

#### 精读（预备级）、泛读（预备级）、听说（预备级）：

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写，不仅课文与练习是全新的，对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词，从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标，教材除了必须提供丰富的语言素材之外，还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限，各校可以根据学生的具体情况制定自己的教学计划，灵活选用练习，不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力，相互配合，认真学好每一单元，则必能取得良好的教

学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家Anthony Ward协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006年3月

## 编者的话

关于《大学英语》系列教材(第三版)编写的总体情况,在“总序”中已有说明,这里仅就精读的编写作一些补充。

1. 更新部分课文 随着时间的推移,原有的一些课文(包括阅读练习中的课文)内容已显陈旧,有必要代之以一些内容更具时代感的新课文。这次各册课文均有不同程度的更新,总体更新率超过30%。正如“总序”中所说,我们的选材原则未变,仍坚持题材的广泛、体裁的多样、语言的规范,并强调选文的趣味性、知识性和可思性。我们认为,这对打好语言基础,培养学生的综合素质是有利的。鉴于原修订本中的 Supplementary Reading in Popular Science 与整套教材的风格不尽协调,而新选的课文中也有几篇科普类文章,故在这次再修订时决定全部删除。

2. 改进练习设计 除适当修订原有的练习外,我们这次修订增加了惯用法(Usage)、听写(Dictation)和口语练习(Oral Practice)三个新项目,旨在加强听、说训练及使用英语的准确性。而原有的一些练习比如结构练习(Structure)虽看上去比较机械单调,但对打好语言基础却是必不可少的。如果能真正熟练地掌握全书(四册)约100个最常用的句型,亦将极大地提高英语说、写能力。

3. 分类处理词汇,保证重点 如“总序”中所说,这次修订继续采取上次修订时的办法,即把全书单词分为三类:(1) words to drill; (2) words to know; (3) words to have a nodding acquaintance with。各课的词汇练习、完形填空练习、翻译练习等均围绕 Words & Phrases to Drill 重新梳理,以保证常用词语能得到较充分的操练。另外,随着近年来中学英语教学水平的提高,大学新生入学时的词汇量已有所增加,所以本次修订我们把英语单词的起点由原来的1600个提高到了1800个。

本书为《大学英语》(第三版)精读第二册,供大学英语一般要求阶段学生使用。

本册共有十个单元,供一个学期使用。每一单元由课文(Text)、生词(New Words)和短语(Phrases & Expressions)、注释(Notes)、练习(Study & Practice)、阅读练习(Reading Activity)和有引导的写作(Guided Writing)六部分组成。

课文全部选用原文材料,但有少量删改。讲解课文时应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防止只讲语言点而忽略通篇内容的倾向,也要避免只注意文章内容而不重视语言基础训练的做法。

为便于学生学习,生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,并酌情加注汉语,难以用英语解释清楚的则直接用汉语释义。



注释尽量用浅近的英语,主要介绍有关的背景知识,说明一些特殊的语言现象,供学生预习时参考。

本册主课文的练习包括朗读和背诵(Reading Aloud and Memorizing)、课文理解(Comprehension of the Text)、词汇练习(Vocabulary Activities)、构词(Enriching Your Word Power)、惯用法(Usage)、结构(Structure)、完形填空(Cloze)、听写填空(Spot Dictation)、翻译(Translation)和口语练习(Oral Practice)等部分。朗读和背诵练习主要要求学生能以正确的语音、语调朗读,并熟记课文中有关段落和一些英语诗歌及名人名言。课文理解练习要求学生根据课文回答问题或要求学生针对某些内容陈述自己的看法。有条件的班级可用一定的时间在教师引导下进行讨论,以提高学生的口头表达能力。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉现代英语中的主要构词法,熟练掌握一些常用的前缀、后缀,借以扩大词汇量。惯用法练习针对中国学生常犯、易犯的错误,每课讲一个问题,并配以一组练习,旨在提高学生使用英语时的准确性。结构练习的目的是使学生掌握一些英语常用句型,以提高学生的表达能力,尽量写出地道的英语。完形填空是一种综合性的练习,分1、2两篇。前者根据课文写成,主要围绕该课重点词和词组作语篇水平的操练;后者选自课外的文章。这一练习有一定难度,需要由教师予以启发引导。听写填空练习既可提高学生的听力水平,也可促使学生对单词拼写等基本功给予更多关注。翻译练习每课安排八句汉译英,可作为课外书面作业。口语练习则可以给学生提供一个机会,在学完一篇课文后试着用英语交流想法。

阅读练习旨在培养学生的阅读技能,每一(或二)单元讲述一项技能,并配有一篇内容与课文相近的阅读材料;其中1—4级的大纲词汇及个别超纲词均加注汉语,放在文章前面,希望学生尽量掌握。教师应紧扣技能的培养,不必在语言现象的讲解上花太多时间。

有引导的写作在本册中主要是培养学生连词成段的能力,并进一步练习段落写作。

书中第五单元和第十单元后所设的自测题(Test Yourself),可帮助学生复习并巩固前面所学过的内容,书末附有参考答案。

总之,练习是按照《大学英语课程教学要求(试行)》和本册教程的要求编写的,练习量较大,难度适当照顾各类学生的需要。教师完全可以根据自己学生的具体情况有所选择地加以使用。

任建国、杨晨两位同志曾参加本册第一版编写,特此致谢。

编者

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# Unit 1



## Warm-Up Questions

1. Women used to be referred to as the weaker sex. What do you think?
2. Do you think there is real equality between the sexes in present-day China?
3. Who is the heroine you admire most? Give your reasons.

## Text

*A heated discussion about whether men are braver than women is settled in a rather unexpected way.*

## The Dinner Party

*Mona Gardner*

- ① I first heard this tale in India, where it is told as if true — though any naturalist would know it couldn't be. Later someone told me that the story appeared in a magazine shortly before the First World War. That magazine story, and the person who wrote it, I have never been able to track down.
- ② The country is India. A colonial official and his wife are giving a large dinner party. They are seated with their guests — officers and their wives, and a visiting American naturalist — in their spacious dining room, which has a bare marble floor, open rafters and wide glass doors opening onto a veranda.
- ③ A spirited discussion springs up between a young girl who says that



women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era 10  
and a major who says that they haven't.

④ "A woman's reaction in any crisis," the major says, "is to scream. And while a man may feel like it, he has that ounce more of control than a woman has. And that last ounce is what really counts."

⑤ The American does not join in the argument but watches the other guests. 15  
As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. She motions to the native boy standing behind her chair and whispers something to him. The boy's eyes widen: he quickly leaves the room.

⑥ Of the guests, none except the American notices this or sees the boy 20  
place a bowl of milk on the veranda just outside the open doors.

⑦ The American comes to with a start. In India, milk in a bowl means only 25  
one thing — bait for a snake. He realizes there must be a cobra in the room. He looks up at the rafters — the likeliest place — but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left — under the table.

⑧ His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so commanding that it silences everyone.

⑨ "I want to know just what control everyone at this table has. I will count 30  
three hundred — that's five minutes — and not one of you is to move a muscle. Those who move will forfeit 50 rupees. Ready!"

⑩ The 20 people sit like stone images while he counts. He is saying "... two hundred and eighty..." when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam 35  
the veranda doors safely shut.

⑪ "You were right, Major!" the host exclaims. "A man has just shown us an example of perfect self-control."

⑫ "Just a minute," the American says, turning to his hostess. "Mrs. Wynnes, how did you know that cobra was in the room?" 40

⑬ A faint smile lights up the woman's face as she replies: "Because it was crawling across my foot."

[516 words]

## New Words

(黑正体表示四级词汇,黑正体后加\*符号表示六级词汇,黑斜体表示六级后词汇,白斜体表示纲外词汇)

*heated* /'hi:tɪd/ *a.* with strong, excited, and often angry feelings 热烈的; 激烈的

*unexpected* *a.* not expected 意外的

*naturalist* /'nætʃərəlist/ *n.* one who makes a special study of plants or animals outdoors 博物学家 (尤指直接观察动植物者)

*shortly* *ad.* soon; (in) a little time 不久, 马上

*colonial* \* /kə'ləʊniəl/ *a.* of or related to a colony or colonies 殖民地的

*spacious* \* /'speɪʃəs/ *a.* big; having much space 广阔的; 宽敞的

*bare* /beə/ *a.* not covered (with a carpet); without clothing; empty 不铺地毯的; 赤裸的; 光秃的

*marble* \* /'mɑ:bl/ *n.* 大理石

*rafter* /'rɑ:ftə/ *n.* one of the sloping beams that support the roof 椽

*veranda* /və'rændə/ *n.* 游廊, 走廊, 阳台

*spirited* *a.* full of spirit; lively

*outgrow* (*outgrew, outgrown*) *vt.* leave behind, as one grows older or more mature 长得得使...不再适用; 成长得不再要

*era* /'iərə/ *n.* 时代; 年代

*reaction* /rɪ'ækʃn/ *n.* (a case or way of) reacting; response 反应

*react* /rɪ'ækt/ *vi.* act or behave in a particular way in answer 作出反应; 反应

*crisis* /'kraɪsɪs/ (*pl. crises* /'kraɪsɪ:z/) *n.* time of difficulty, danger, etc. 危机

*ounce* /aʊns/ *n.* 盎司; 少量

*argument* /'ɑ:gju:mənt/ *n.* discussion by persons

who disagree; dispute 争论; 辩论

*hostess* /'həʊstɪs/ *n.* 女主人

*muscle* /'mʌsl/ *n.* 肌肉

*contract* /kən'trækt/ *vi.* become shorter or smaller 收缩

*contraction* *n.*

*motion* /'məʊʃn/ *vi.* give a signal by moving the hand or head 打手势; 点(或摇)头示意

*widen* *v.* make or become wider

*bait* /beɪt/ *n.* food used to attract fish, animals, or birds so that they may be caught 诱饵

*cobra* /'kəʊbrə/ *n.* poisonous snake found in India and Africa 眼镜蛇

*likely* /'laɪklɪ/ *a.* probable 可能的

*impulse* \* /'ɪmpʌls/ *n.* sudden wish to do sth. 冲动

*commotion* /kə'məʊʃn/ *n.* noisy confusion or excitement 混乱; 骚动

*commanding* /kə'mændɪŋ/ *a.* authoritative 威严的

*forfeit* /'fɔ:fit/ *vt.* suffer the loss of (sth.) as a punishment (作为惩罚而)失去

*rupee* /ru:'pi:/ *n.* unit of currency in India, Pakistan, etc. 卢比

*image* /'ɪmɪdʒ/ *n.* statue 雕像

*emerge* /ɪ'mɜ:dʒ/ *vi.* come or appear (from somewhere)

*emergence* *n.*

*slam* /slæm/ *vt.* shut loudly and with force 砰地关上

*host* /həʊst/ *n.* 男主人

*faint* /feɪnt/ *a.* weak; indistinct 微弱的; 不明显的

*crawl* /krɔ:l/ *vi.* move slowly by pulling the body along the ground 爬行

## Phrases & Expressions

track down  
be seated  
spring up  
at the sight of

find or discover by hunting or searching 追捕到; 追查到  
sit down  
begin suddenly; grow up quickly 突然开始; 迅速生长  
on seeing 一看见

feel like  
come to  
make for  
ring out  
light up

have a liking for; wish for 想要  
regain consciousness 苏醒  
move towards 走向  
sound loudly and clearly 突然响起  
make or become bright with light or color 照亮; 变亮

### Proper Names

Mona Gardner /'məʊnə 'gɑ:dnə/

莫娜·加德纳

India /'ɪndjə/

印度

Wynnes /wɪnz/

温兹 (姓氏)

### Notes

1

This text is taken from *Reading Skill Builder 2* published in 1973 by Reader's Digest Services, Inc.

2

**colonial official:** Here in our text it means a British citizen appointed to a governmental position in India, a British colony for many, many years until 1947.

3

... that women have outgrown the **jumping-on-a-chair-at-the-sight-of-a-mouse era**: ...  
that women have outgrown the era  
when they would jump on a chair  
at the sight of a mouse

Here "jumping-on-a-chair-at-the-sight-of-a-mouse" is a compound adjective formed from an attributive clause.

More examples:

a *never-to-be-forgotten* film

a *not-so-strong* football team

4

**The American comes to with a start.** : The American suddenly becomes aware of what is happening.

**... milk in a bowl means only one thing — bait for a snake:**

Cobras generally eat small rodents (啮齿动物) such as rabbits and mice. A naturalist would tell us that milk is not a favorite food of the cobra. That may be the reason why, at the beginning of the story, the author says the story “is told as if true — though any naturalist would know it couldn’t be.”

## Study & Practice



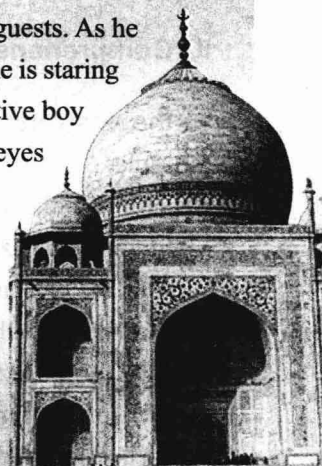
### I. Reading Aloud and Memorizing

1. Listen to the recording of the text, paying special attention to sense groups and the sentence stress. Then read aloud the following paragraphs until you have learned them by heart.

The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. She motions to the native boy standing behind her chair and whispers something to him. The boy's eyes widen: he quickly leaves the room.

Of the guests, none except the American notices this or sees the boy place a bowl of milk on the veranda just outside the open doors.

The American comes to with a start. In India, milk in a bowl means only one thing — bait for a snake. He realizes there must be a cobra in the room.





2. Read the following poem:

**Do You Fear the Wind?**

Do you fear the force of the wind,  
The slash of the rain?  
Go face them and fight them,  
Be savage again.  
Go hungry and cold like the wolf,  
Go wade like the crane:  
The palms of your hands will thicken,  
The skin of your cheeks will tan,  
You'll grow ragged and weary and  
swarthy,  
But you'll walk like a man!

— Hamlin Garland

(1860–1940)

**你可害怕寒风?**

你可害怕寒风凛冽?  
你可畏惧大雨滂沱?  
要迎着风雨去拼搏,  
重新变得勇猛果决。  
像狼一样去经受饥寒,  
像鹤一样去涉水河川:  
你的手掌会变得厚实粗壮,  
你的脸膛会晒得乌黑发亮,  
你会变得衣衫褴褛, 皮肤  
黝黑, 疲惫不堪,  
但走起路来, 却是个堂堂  
的男子汉!

——哈姆林·加兰



**II. Comprehension of the Text**

1. From the answers a, b, c and d, choose the one that best completes the following statements:
  - 1) According to the text, the author \_\_\_\_\_.
    - a. wrote the magazine story that appeared before World War I
    - b. found the person who wrote the magazine story
    - c. failed to find either the magazine story or the person who wrote it
    - d. found the magazine which first carried the story
  - 2) The floor of the dining-room \_\_\_\_\_.
    - a. was not decorated
    - b. was uncarpeted (未铺地毯的)
    - c. was made of rough stone
    - d. was made of wood
  - 3) The young girl said \_\_\_\_\_.
    - a. that women were no longer so easily frightened as they had been before
    - b. that women were no longer afraid of mice