

21世纪高等学校成人高等教育·现代远程教育系列规划教材

COLLEGE ENGLISH

大学英语

第四册

E

主 编 唐健禾
副主编 程绍驹 夏宏钟
参 编 许莉娟 胡小佳 辜娅秋
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本系列丛书由

《21世纪高等学校成人高等教育·现代远程教育系列规划教材》
丛书编委会特别策划



电子科技大学出版社

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内 容 简 介

本书是《21 世纪高等学校成人高等教育·现代远程教育系列规划教材》中《大学英语》教材的第四册, 根据教育部最新颁发的《大学英语课程教学要求》及教学实际编写而成, 紧密结合教学大纲要求和课堂教学实际, 注重选择最新的资料和采用读者易于掌握的形式, 是编者教学经验的结晶。本书内容翔实, 实例丰富, 通俗易懂, 针对性、趣味性、实用性强, 配有每单元课后练习答案和课文的中文译文、课文录音光盘一张, 方便教师上课和学习者自学。

本册教材适合作为全国各类成人、网络教育高校二年级使用, 同时也适合社会各界英语爱好者自主学习使用。

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主 编 唐健禾 副主编 程绍驹 夏宏钟

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丛书出版说明

为了配合继续教育的教学改革和教材建设工作，我们组织了《21 世纪高等学校成人高等教育·现代远程教育系列规划教材》丛书编委会，针对继续教育的特点和当前学生的知识结构、教学实际情况，并根据相关学科的最新教学大纲精心编写了系列丛书《21 世纪高等学校成人高等教育·现代远程教育系列规划教材》。本系列教材紧密结合教学大纲要求和课堂教学实际，从内容到形式，编者都注重选择最新的资料，采用读者易于掌握的形式，力求做到内容新颖、编排合理、通俗易懂，便于教学和自学使用。本套丛书是编者教学经验的结晶。

本系列教材的编写者大都来自教学第一线，具有丰富的教学经验，他们把这些教学经验充分融入到教材的编写中。相信通过大家的共同努力，本系列教材的出版将对各专业的教学产生积极的影响。在此，特别感谢我们的编写者，感谢他们为教材的编写所付出的劳动和智慧！同时还要感谢丛书参编人员，感谢大家为本系列丛书的规划、组织和出版工作所付出的努力和心血！最后，还要感谢本系列教材的主审专家们，是他们默默的工作保证了教材的质量！

由于成书仓促，教材中难免有不足和疏漏之处，敬请各位读者、专家批评指正，我们将及时给予改正！

《21 世纪高等学校成人高等教育·现代
远程教育系列规划教材》丛书编委会

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前 言

本书是《21 世纪高等学校成人高等教育·现代远程教育系列规划教材》丛书中《大学英语》教材的第四册。本册教材是参照教育部最新颁布的《大学英语课程教学要求》，并根据成人教育大学英语教学的实际情况编写而成，其教学对象是各类成人教育、职业教育、网络教育的学生和具有同等英语水平的广大英语爱好者。本册教材紧密结合教学大纲要求和课堂教学实际，编写者来自教学第一线，具有丰富的教学经验，并把教学经验融入到教材中，使本册教材具有鲜明的特色。在编写过程中，编写者参阅了大量相关材料及学术著作，广采众家之长，希望能对大学英语学科建设产生一定的启发和指导意义。

本书体现了英语学科的相关知识，针对远程教育和成人教育的特点，选材力图便于学生自主学习，体现出本教材的实用性、层次性、时代性；同时考虑教材内容的知识性、实践性；文章的新颖性、趣味性。因此，本书从内容到形式，编写者注重选择最新的资料，采用便于广大学生学习的编写形式，使学生们的学习过程不至于太枯燥。本书的编写倾注了编写者的大量心血，是他们教学经验的结晶。

本书是《大学英语》系列教材的第四册，供成人高等教育和现代远程教育本科段的学生使用，属成教高段教材。本册教材的内容在选取、组织和编写上有以下特点：

一、选材时，注意了语言的时代性。文章来自于目前流行的报刊、网络，语言流畅，能较好地反映英语使用的现状。

二、注重英语文章题材的多样性。教材所选的文章涉及文化、教育、环保、旅游、心智等热门话题。学生学习完本册之后，既学到了英语知识，又了解了相关的知识背景。

三、各单元由两篇文章（passage）组成，以一个题材（topic）为中心，集中于一个专题，以利于学生学习、讨论。

四、本书以提高学生阅读能力为主，配以相应的练习。同时，增添了一定量的

基础知识——英-汉、汉-英翻译和词汇方面的练习，以巩固学生的英语基础知识和能力，为学生适应各类英语考试和今后工作的需要打下坚实的英语基础。

本册共有 12 个单元，每个单元由两篇文章组成。第一篇文章可以看成是主课文，用以提高学生的语言整体水平，增强其语言实际运用能力；第二篇文章可以作为副课文来处理，用以帮助学生提高阅读能力，扩展视野。因此，第一篇文章后的练习主要围绕提高学生的阅读理解、词汇运用、句型操练、翻译等能力而编撰；第二篇文章后的练习主要为提高学生的自主学习能力，其练习主要涉及阅读理解、词汇与词组运用。这样安排的目的在于，充分考虑学生以前曾有的英语学习经历背景，从学生较为熟悉的编排形式入手，让学生将精力集中于语言材料的学习，有利于提高他们的英语学习水平。

本册教材配有每单元课后练习答案、课文及阅读文章的中文译文、课文朗读能力等 MP3 光盘一张。这样既方便了教师备课，也便于学生自主学习。考虑到学生有参加学位英语考试的需要，本册还增添了相应的阅读练习材料，供复习时使用。

本书由胡小佳编写第 1~4 单元；辜娅秋编写第 5 单元、第 6 单元、第 7 单元、第 10 单元；许莉娟编写第 8 单元、第 9 单元、第 11 单元、第 12 单元。

本书的录音由 Megan、Robin、贺鹏、严峻、刘仓盐、郑欢完成，在此对他们表示最衷心的感谢！另外，对所有为本书的出版提供了帮助的人员表示衷心的感谢！

我们在编写本册教材的过程中，虽然尽量从读者的角度考虑，努力将本书写得有针对性，具有自己的特色、生动有趣，但由于编写时间仓促，编者水平有限，书中难免有缺点和不足，恳请读者批评指正。

编 者

2008 年 5 月

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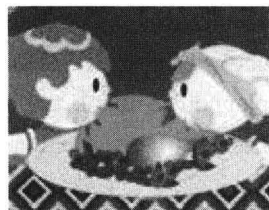
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Unit 1***Passage One*****【Thanksgiving Day】**

The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies almost four hundred years ago.

In 1620, a boat filled with more than one hundred people sailed across the Atlantic Ocean to settle in the New World. This religious group had begun to question the beliefs of the Church of England and they wanted to separate from it. The Pilgrims settled in what is now the state of Massachusetts. Their first winter in the New World was difficult. They had arrived too late to grow many crops, and without fresh food, half the colonists died from disease. The following spring the Iroquois Indians taught them how to grow corn, a new food for the colonists. The Indians also showed them how to grow other crops in the unfamiliar soil and how to hunt and fish.

In the autumn of 1621, bountiful crops of corn, barley, beans and pumpkins were harvested. The colonists had much to be thankful for, so a feast was planned. They invited the local Indian chief and 90 Indians. The Indians brought deer to roast with the turkeys and other wild game offered by the colonists. The colonists had learned how to cook cranberries and different kinds of corn and squash dishes from the Indians. To this first Thanksgiving, the Indians



had even brought popcorn.

In following years, many of the original colonists celebrated the autumn harvest with a feast of thanks.

After the United States became an independent country, Congress recommended one yearly day of thanksgiving for the whole nation to celebrate. George Washington suggested the date November 26 as Thanksgiving Day. Then in 1863, at the end of a long and bloody Civil War, Abraham Lincoln asked all Americans to set aside the last Thursday in November as a day of thanksgiving.

Thanksgiving is a time for tradition and sharing. Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things that they have.

Turkey, corn, pumpkins and cranberry sauce are symbols which represent the first Thanksgiving. Now all of these symbols are drawn on holiday decorations and greeting cards. The use of corn meant the survival of the colonies. "Indian corn" as a table or door decoration represents the harvest and the fall season.

Sweet-sour cranberry sauce, or cranberry jelly, was on the first Thanksgiving table and is still served today. The cranberry is a small, sour berry. It grows in bogs, or muddy areas, in Massachusetts and other New England states. The Indians used the fruit to treat infections. They used the juice to dye their rugs and blankets. They taught the colonists how to cook the berries with sweetener and water to make a sauce. The Indians called it "ibimi" which means "bitter berry". When the colonists saw it, they named it "crane-berry" because the flowers of the berry bent the stalk over, and it resembled the long-necked bird called a crane. The berries are still grown in New England.

The ceremony was a public acknowledgment of the Indians' role in the first Thanksgiving 350 years ago. Until recently most schoolchildren believed that the Pilgrims cooked the entire Thanksgiving feast, and offered it to the Indians. In fact, the feast was planned to thank the Indians for teaching them how to cook those foods. Without the Indians, the first settlers would not have survived.

【New Words and Expressions】

feast /fi:st/ *n.*colony /'kɒləni/ *n.*settle /'setl/ *v.*religious /ri'lɪdʒəs/ *adj.*question /'kwestʃən/ *v.*bountiful /'baʊntɪfʊl/ *adj.*barley /'bɑ:li/ *n.*bean /bi:n/ *n.*pumpkin /'pʌmpkɪn/ *n.*roast /rəʊst/ *v.*game /geɪm/ *n.*cranberry /'krænbəri/ *n.*squash /skwɒʃ/ *n.*independent /ɪndɪ'pendənt/ *adj.*recommend /rekə'mend/ *v.*tradition /trə'dɪʃən/ *n.*reunion /ri:'ju:njən/ *n.*relative /'relatɪv/ *n.*decoration /,dekə'reɪʃən/ *n.*survival /sə'vaɪvəl/ *n.*survive /sə'vaɪv/ *v.*jelly /'dʒeli/ *n.*sour /sauə/ *adj.*bog /bɒg/ *n.*infection /ɪn'fekʃən/ *n.*rug /rʌg/ *n.*sweetener /'swi:tənə/ *n.*stalk /stɔ:k/ *n.*

盛宴, 宴席

殖民地, 殖民团

使...定居, 安顿

宗教的

对...表示疑问

丰裕的, 充足的

大麦

豆

南瓜

烤, 烘

猎物, 野味

越橘

南瓜属植物(如: 南瓜, 倭瓜, 笋瓜等)

独立的, 自治的

推荐, 推举, 建议

传统

团聚

亲属, 亲戚

装饰, 装潢

幸存, 残存

幸免于..., 幸存

浆, 糊状物

酸的, 酸味的

沼泽, 沼泽地区

传染, 传染病

小地毯

甜味佐料

(草本植物的) 主茎

resemble /ri'zembl/ *v.*

像, 类似

crane /krein/ *n.*

鹤

acknowledgment /æk'nɒlɪdʒmənt/ *n.*

答谢, 致谢

begin as

以...开始

separate from

与...分离, 分开

die from

死于... (内因)

learn...from...

从...学会, 学到...

set aside

留出, 把...置于一旁

thank...for...

为...感谢...

【Notes】

the New World 新大陆, 是欧洲人于 15 世纪末发现美洲大陆及邻近的群岛后对这片新土地的称呼。在发现新大陆前, 美洲大陆对欧洲人来讲是陌生的, 他们普遍认为整个世界只有欧亚非三个大洲而没有其他大陆的存在。

Pilgrim (1620 年建立普利茅斯的) 英国清教徒。

Iroquois Indians 美国纽约州东北部易洛魁族印第安人。

Civil War 美国内战, 又称南北战争。1861 年 4 月~1865 年 4 月, 美国南方与北方之间进行的战争; 北方领导战争的是资产阶级。在南方, 坚持战争的只是种植场奴隶主, 他们进行战争的目的是把奴隶制度扩大到全国; 而北方资产阶级的目的在于打败南方, 以便恢复全国的统一。

【Reading Comprehension】***I. Answer the following questions according to the passage.***

1. Why did the colonists settle in the New World?
2. When they just arrived in the New World, did all of them survive?
Why or why not?
3. What did the Iroquois Indians do for the colonists?
4. Why was a feast planned?
5. Now, which day is Thanksgiving Day?

6. What are the symbols representing the first Thanksgiving?
7. What is the role of "corn"?
8. In fact, what is the true meaning of Thanksgiving Day?

【Vocabulary】

II. Fill in the blanks with the words given below. Change the form if necessary.

religious	question	decoration	survive	independent	settle	roast
tradition	game	recommend	infection	acknowledgement		

1. My son has _____ happily in America.
2. He also believes in God, so you'll be happy to have a man of your _____.
3. It cannot be _____ that the new method is superior to the old one.
4. When the students enter the college, they should learn to live a(n) _____ life.
5. The concert was greatly successful in New York. The audience was attracted by the _____ Chinese musical instruments.
6. His favorite food is _____ chicken.
7. Every year, the college _____ its best graduates to some companies.
8. He has a special interest in the surface _____ of furniture.

III. Exchange the underlined parts with the words or phrases from the text.

1. This test firstly was the game which was popular with students.
2. Tom thanked me because of my great plan that made their company make much money.
3. Many wild animals died because of the strange disease which caused by water pollution.
4. Tom invited his sisters, aunts, uncles to his birthday party.
5. This country has rich resources.
6. Whenever I need help, he always put his own things aside and gives me a hand.
7. This flower is so beautiful, and it looks like a butterfly.
8. The Pilgrims came to the New World because they didn't want to be controlled by the church of England.

【Structure】

IV. A. Translate the following Chinese into English with the given pattern “too...to”.

For example: She is... (太小, 不能去上学).

— She is too old to go to school.

1. They arrived_____ (太晚, 没能赶上最后一班公交车).
2. He _____ (压力太大, 以至于面试没表现好).
3. I find this man _____ (太骄傲, 根本不接受别人的忠告).
4. Although Tom was well prepared, the test was _____ (太难通过).
5. This room _____ (太小, 四个人没法住).

B. Change the following sentences with the given pattern “Without...”.

For example: I passed the final exam. My sister helped me.

—Without my sister's help, I would not have passed the final exam.

1. I finished a great working plan. He gave me a piece of advice.
2. Johns won the championship in this game. His wife supported him a lot.
3. There are Indians. The first settlers survived.
4. He understood the value of the success. He experienced failures.
5. This two companies made great profit. They cooperated with each other well.

【Translation】

V. Translate the following sentences into English.

1. 医生向詹姆斯保证, 他会活下来的。
2. 令我们惊讶的是, 几个老朋友出现在了聚会上。
3. 这种传染病是由于水污染引起的。
4. 猎人奔跑着, 狗跟在后面, 寻找猎物。
5. 新开垦的荒地给人们带来了丰收。

VI. Translate the following sentences into Chinese.

1. The meal was a veritable feast.
2. Unwittingly I walked into a bog.

3. For most people, it's difficult to change their religious beliefs.
4. Thanksgiving parade is an annual event.
5. No matter how busy you are, remember: a day set aside for relaxing.

Passage Two

【Labor Day】

Many immigrants settled in New York City in the nineteenth century. They found that living conditions were not as wonderful as they had dreamed. Often there were six families crowded into a house made for one family. Thousands of children had to go to work. Working conditions were even worse. Immigrant men, women and children worked in factories for ten to twelve hours a day, breaking only for a short time to eat. They came to work even if they were tired or sick because if they didn't, they might be fired. Thousands of people were waiting to take their places.

When Peter McGuire was 17, he began an apprenticeship in a piano shop. This job was better than his others, for he was learning a trade, but he still worked long hours with low pay. At night he went to meetings and classes about economics and social issues. One of the main issues concerned pertained to labor conditions. Workers were tired of long hours, low pay and uncertain jobs. They spoke of organizing themselves into a union of laborers to improve their working conditions. In the spring of 1872, Peter McGuire and 100,000 workers went on strike and marched through the streets, demanding a decrease of long working hours per day. This event convinced Peter that an organized labor movement was important for the future of workers' rights. He spent the next year speaking to crowds of workers and the unemployed, lobbying the city government for jobs and relief money. It was not an easy road for Peter McGuire. He became known as



a “disturber of the public peace.” The city government ignored his demands. Peter himself could not find a job in his trade. He began to travel up and down the east coast to speak to laborers about union. In 1881, he moved to St. Louis, Missouri, and began to organize carpenters there. He organized a convention of carpenters in Chicago, and it was there that a national union of carpenters was founded. He became General Secretary of the United Brotherhood of Carpenters and Joiners of America.

The idea of organizing workers according to their trades spread around the country. Factory workers, dock workers and toolmakers all began to demand and get their rights to an eight-hour workday, a secure job and a future in their trades. Peter McGuire and the laborers in other cities planned a holiday for workers on the first Monday in September, halfway between Independence Day and Thanksgiving Day.

On September 5, 1882 the first Labor Day parade was held in New York City. Twenty thousand workers marched in a parade up Broadway. They carried banners that read “LABOR CREATES ALL WEALTH,” and “EIGHT HOURS FOR WORK, EIGHT HOURS FOR REST, EIGHT HOURS FOR RECREATION!” After the parade there were picnics all around the city. Workers and celebrants ate Irish stew, homemade bread and apple pie. At night, fireworks were set off. Within the next few years, the idea spread from coast to coast, and all states celebrated Labor Day.

In 1894, Congress voted it a federal holiday.

Today Americans celebrate Labor Day with a little less fanfare on the first Monday of September. Some cities have parades and community picnics. Many politicians “kick off” their political campaigns by holding rallies on the holiday. Most Americans consider Labor Day the end of the summer, and the beaches and other popular resort areas are packed with people enjoying the last three-day weekend.

【New Words and Expressions】

immigrant /'imigrənt/ *n.*

移民, 侨民

crowd /kraʊd/ *v.*

挤满

fire /'faɪə/ *n.*

解雇

apprenticeship /ə'prentisʃɪp/ *n.*

学徒身份, 学徒期