



英语专业系列教材

Torrent (Student's Book)

湍流英语 (学生用书)

主 编：朱 丹

副主编：匡 骁

综合教程

总主编：林伟杰

4

黑龙江大学出版社

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《湍流英语(综合教程)4》

主 编 朱 丹

副主编 匡 骁

前 言

2008年,第一批“90后”走进了大学校园,高校由此步入“90后”时代。随着现代信息技术的迅猛发展以及国际经济文化交流的日益频繁,“90后”大学生获取信息的渠道更加多样化,视野更加开阔,接受新知的能力更强,因此他们的学习方式、阅读习惯、思维模式和表达方式也在发生着变化。相对于传统的单模态英语学习环境,现如今的大学生从文本、音频、视频等共同构建的多模态英语学习环境中获得了更多的学习自主权,体现了更大的学习自主性,同时参与意识也较以往明显增强。这无疑对高校英语教学的发展和 innovation 形成了巨大冲击。如何在新媒介时代通过技术识读、信息识读、文化识读等构建新时代大学生的多元识读能力,已经成为中国高校英语教师面临的新挑战和新任务。

有鉴于此,我们倾情推出这套耗时四年编写而就的《湍流英语(综合教程)》。四年间,我们不断转变教学理念。根据21世纪大学生的英语学习特点,并结合多年的教学实践以及学生在各类教材使用过程中所给予的反馈,再经教师和学生课堂内外的多方论证,在实践中摸索前行,最终确立了教材的编写理念,即“以大量输入带动有效输出”,“以内容的拓展启动思维的拓展”,“以多模态化的学习方式推动多元识读能力的培养”,从而实现“学以致用”的目标。

该教程突破了传统教材的编写模式,旨在以英语语言与文化为媒介,培养学生的自主学习能力,激发学生的学习潜力,拓展学生的探究意识和探究思维,为英语学习者打开一扇前所未有的、通向更广阔世界的窗口,使之可以用一种全新的视角去观察世界、感知世界。

此外,传统的英语教材尤为重视语言的学习,而忽视了语言的习得,但是学习与习得并非二元对立关系,而是相互依存、相辅相成、相得益彰的。该教程的突出特点便是将学习和习得结合起来,也就是让有意识地掌握语言语法规则的过程和无意识地形成识读能力的过程结合起来。同时,该教程注重体现语言知识与“人文专业知识”的相互渗透关系,选材内容涉及文学、社会、科学、技术、哲学、教育、政治、经济、艺术、法律等多个领域,既为学生搭建语言实训的平台,也为学生提供专业知识发展的契机。

该教程适用于我国高等院校英语专业本科学生、非英语专业高年级学生及英语学习爱好者,具有符合现代大学生英语学习规律、利于开发学生潜能与创新思维的特色。其体例的设计与内容的甄选充分体现了它的独特性和创新性,同时不乏对英语学习方法的有益指导和对人文素养的深切关怀。

《湍流英语(综合教程)》共6册,每册包含由10个不同话题组成的10个单元,每单元分为3个板块(4个部分),需8—9课时完成一个单元的学习。全书以主题阅读为线索,以启发性提问为突破口,再辅之以相关学习资源的推介,力求全方位激发学习者的英语学习热情及文化感知能力,进而领悟英语学习的真谛之所在。部分阅读内容可留作学生课后自学,或让学生以小组为单位开展合作性学习,必要时可要求学生撰写自主学习报告。

板块一 核心阅读和扩展阅读(Parallel Readings)

综合教程的每个单元包含3—4篇由不同时代的不同作家所撰写的不同题材、不同文体、不同风格或不同观点的主题文章。阅读的目的旨在提高学生对思想美、逻辑美、意境美、情感美、语言美、修辞美和趣味美的各类文章的赏析能力和品鉴能力,为学生良好的批判性意识和思维的养成创造条件。所有文章均选自英文原版读物,且不做擅自改编,但会根据其难易程度适当给出中文或英文注释,以便学生更好地消化文章的“意”与“美”。

作为主题文章的第一部分,单元核心阅读文章文前有热身问题(Warm-Up Questions),文内有注释,文末有阅读理解思考题(After Reading),这使阅读过程更加具有针对性和目的性。

而作为主题文章第二部分的扩展阅读当中的所有文章均是针对学生自主学习而设计的。其中第一篇扩展阅读篇目(Passage A)的设计也是别具匠心的。与传统教材不同,该教程并未将单元中所有相关主题文章一一直接呈现给学习者,而是通过“说明”(Directions)的方式引导学生自主查找指定阅读的文章,有意识地培养学生的资料查找意识和能力;同时,编者精心设计了引导学生有的放矢地完成文章阅读任务的“导读”(Reading Orientation)以及便于学生厘清文章脉络的“结构图”(Passage Structure),这些都是对于学习策略进行的优化与指导。紧随其后的便是一方面帮助学生夯实英语语言文化知识,另一方面(也是最重要的方面)帮助学生检验个人阅读理解效果、赏析能力和思辨能力的“识读能力考核”(Testing Your Comprehension)环节,是学生进行自学能力自检自查的必要和重要手段。扩展阅读第一篇目的设计与编写是本教程的亮点之一,充分体现了她的原创性特点,也体现了编者的良苦用心。该部分其他文章只配有文内注释和文末阅读理解思考题,旨在深化学生对相关主题文章的深入理解,提高阅读水平,提升人文修养,开阔视野,增长见识,同时也使阅读过程更具开放性和可持续性。

板块二 拓展学习部分(Study Extension)

为达到夯实语言文化知识和拓展思维的目的,综合教程的每个单元都会有针对性地围绕其主题文章提供若干有关学习策略的跟踪与指导,如介绍拓展性阅读书目、电影、诗歌、歌曲、隽语、网址链接等,为学生自主学习和拓展性学习提供方向性的指引。

板块三 趣味英语部分(I Love English)

该部分并非完全以单元主题内容为核心而编写,而是有意识地培养与训练学习者思维的发散性与跳跃性,增强英语学习的灵活性与趣味性。其内容包罗万象,不拘一格,涉及英语活学活用的方方面面,有助于学生将书本知识与日常生活有机地结合,寓学于乐。

编者设计板块二和板块三的初衷在于为学习者尽可能多地提供足够量的语言与文化信息,使学习者能够根据自己的阅读需求和情感需要等选择适当的信息输入,在丰富的语言环境中得到知识与语言的渲染和熏陶,获得愉悦的英语学习体验,最终实现知识内化的目的。这在国内目前的教材中是十分新颖的内容,相信学习者和教师均能够从中大受裨益。这是本教程的另一个亮点。

参与《湍流英语(综合教程)》编写的13位教师均系黑龙江大学西语学院英语系具备本科教学与研究经验的一线骨干教师。总主编林伟杰负责全书的总体设计及终稿审阅,朱丹(第3、6、7、8、9单元)和匡骁(第1、2、4、5、10单元)承担了该教程第4册10个单元的编写与校对工作。

本教程在编写过程中参考了大量国内外原版资料和素材,在此我们谨对相关作者、出版社及网站表示感谢。客观原因使然,某些资料和素材在编入教程时尚未获得相关作者或机构的同意,在此一并表示歉意。

感谢美国专家Evan Branson和Chris Inouye承担这套教材的部分审校工作。感谢黑龙江大学西语学院院长尹铁超、黑龙江大学出版社总编辑任海天的亲切关怀、精心组织,感谢编辑张春珠、付天松的耐心协调。感谢以直接或间接方式帮助我们完成这套教程编写和出版的所有同人和朋友。

希望《湍流英语(综合教程)》这部时代感鲜明、动态感十足的教程会像她的书名一样,给已经进入改革湍流期的中国高等学校的英语“教”与“学”带来一场思维的变革。同时我们也真挚地期待来自同行、热爱英语教育事业和关注中国英语教育教学的热心人士的建设性意见,期待我们的共同进步与成长。我们愿意倾听不一样的声音,因为我们听得出它是改革者梦想律动的最强音,因为我们听得出它是教育者人格律动的最强音,因为我们听得出它是学习者生命律动的最强音。

《湍流英语(综合教程)》编写委员会
2012年6月

Acknowledgement

We would like to thank the various authors, publishers and websites whose work we have cited as teaching materials but were unable to contact. We had hoped to show personally our gratitude for their permission of their craft for this educational endeavor.

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*“You are the main trouble with this university!”
I think he meant that my type was the main
trouble with the university but he may
have meant me individually.*

University Days^①

James Thurber^②



Warm-Up Questions

1. What do you think are the main difference(s) between college life and middle school life? What difficulties have you encountered in your college life and studies? What solutions did you find to them? Do you still have some sense of frustration and bemusement at what you are now experiencing and observing in your college? In your opinion, what should you do to adjust yourself as soon as possible to your college life?
2. Of all the American writers, who do you think is the greatest humorist? Why? List some of the works written by him/her and tell what his/her most striking writing style is.
3. Has there been any funny incident that occurred to you in your college life? Describe it vividly to your classmates.
4. Is there any of your college instructors or his/her class that is most impressive to you? What is it that makes him/her/it so memorable and effective?
5. Are there any particular courses in college that do not appeal to you too much? How do you deal with the courses you just hate?

① In “University Days,” the American humorist James Thurber writes comically about his college experience at Ohio State University. Thurber entertains and amuses while conveying his sense of frustration and bemusement at what he experienced and observed there.

② James Thurber (1894 – 1961), one of the country’s premiere humorists, was born in Columbus, Ohio and educated at Ohio State University, where he wrote for the school newspaper. After working as a reporter for the *Columbus Dispatch* and later a Paris-based correspondent for the *Chicago Tribune*, in 1927 he joined the staff of the *New Yorker*, a magazine with which he would be associated for the rest of his life (as a freelancer from 1936). His stylish wit marked by psychological insight, Thurber produced droll short stories, a comic play about college life, and a number of works of gentle satire on various subjects. Thurber’s best-known characters are Walter Mitty, his snarling wife from *The Secret Life of Walter Mitty*, and silently observing animals. His stories have influenced later writers, such as *Kurt Vonnegut* and *Joseph Heller*. Thurber is generally acknowledged as the greatest American humorist since Mark Twain (1835 – 1910). He is probably best remembered today for his cartoons and drawings, of which there are many collections. These often depict hapless middle-aged men besieged by the demands of domineering wives and beset by the petty irritations of everyday life.



In Reading

I passed all the other courses that I took at my university, but I could never pass botany. This was because all botany students had to spend several hours a week in a laboratory looking through a microscope at plant cells, and I could never see through a microscope. I never once saw a cell through a microscope. This used to enrage my instructor. He would wander around the laboratory pleased with the progress all the students were making in drawing the involved and, so I am told, interesting structure of flower cells, until he came to me. I would just be standing there. "I can't see anything," I would say. He would begin patiently enough, explaining how anybody can see through a microscope, but he would always end up in a fury, claiming that I could too see through a microscope but just pretended that I couldn't. "It takes away from the beauty of flowers anyway," I used to tell him. "We are not concerned with beauty in this course," he would say. "We are concerned solely with what I may call the mechanics of flowers." "Well," I'd say, "I can't see anything." "Try it just once again," he'd say, and I would put my eye to the microscope and see nothing at all, except now and again, a nebulous^① milky substance—a phenomenon of maladjustment. You were supposed to see a vivid, restless clockwork of sharply defined plant cells. "I see what looks like a lot of milk," I would tell him. This, he claimed, was the result of my not having adjusted the microscope properly; so he would readjust it for me, or rather, for himself. And I would look again and see milk.

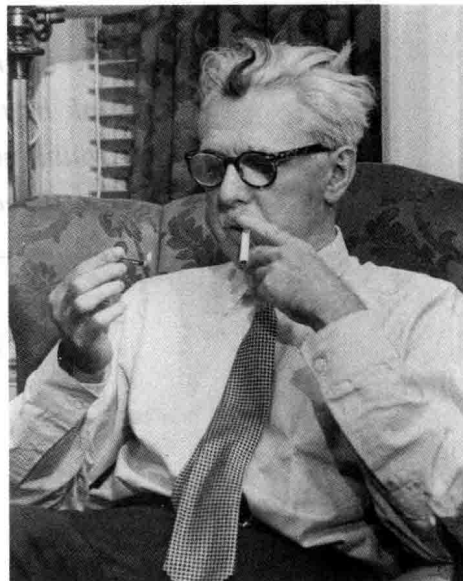


Figure-IV-1-1
James Thurber

I finally took a deferred^② pass, as they called it, and waited a year and tried again. (You had to pass one of the biological sciences or you couldn't graduate.) The professor had come back from vacation brown as a berry, bright-eyed, and eager to explain cell-structure again to his classes. "Well," he said to me, cheerily, when we met in the first laboratory hour of the semester, "we're going to see cells this time, aren't we?" "Yes, sir," I said. Students to right of me and to left of me and in front of me were seeing cells; what's more, they were quietly drawing pictures of them in their notebooks. Of course, I didn't see anything.

"We'll try it," the professor said to me, grimly, "with every adjustment of the microscope known to man. As God is my witness, I'll arrange this glass so that you see cells through it or I'll give up teaching. In twenty-two years of botany, I—" He cut off abruptly for he was beginning to quiver all

① nebulous: adj. lacking definite form or limits; vague 缺乏清晰的轮廓或特征;模糊的

② defer: vt. delay sth. until a later time; postpone sth. 使(某事)推迟;延期

over, like Lionel Barrymore^①, and he genuinely wished to hold onto his temper; his scenes with me had taken a great deal out of him^②.

So we tried it with every adjustment of the microscope known to man. With only one of them did I see anything but blackness or the familiar lacteal opacity^③, and that time I saw, to my pleasure and amazement, a variegated^④ constellation of flecks, specks, and dots. These I hastily drew. The instructor, noting my activity, came back from an adjoining desk, a smile on his lips and his eyebrows high in hope. He looked at my cell drawing. "What's that?" he demanded, with a hint of a squeal^⑤ in his voice. "That's what I saw," I said. "You didn't, you didn't, you *didn't*!" he screamed, losing control of his temper instantly, and he bent over and squinted^⑥ into the microscope. His head snapped up. "That's your eye!" he shouted. "You've fixed the lens so that it reflects! You've drawn your eye!"

Another course that I didn't like, but somehow managed to pass, was economics. I went to that class straight from the botany class, which didn't help me any in understanding either subject. I used to get them mixed up. But not as mixed up as another student in my economics class who came there direct from a physics laboratory. He was a tackle^⑦ on the football team, named Bolenciewicz. At that time Ohio State University had one of the best football teams in the country, and Bolenciewicz was one of its outstanding stars. In order to be eligible to play it was necessary for him to keep up in his studies, a very difficult matter, for while he was not dumber than an ox he was not any smarter. Most of his professors were lenient and helped him along. None gave him more hints, in answering questions, or asked him simpler ones than the economics professor, a thin, timid man named Bassum. One day when we were on the subject of transportation and distribution, it came Bolenciewicz's turn to answer a question. "Name one means of transportation," the professor said to him. No light came into the big tackle's eyes. "Just any means of transportation," said the professor. Bolenciewicz sat staring at him. "That is," pursued the professor, "any medium, agency, or method of going from one place to another." Bolenciewicz had the look of a man who is being led into a trap. "You may choose among steam, horse-drawn, or electrically propelled vehicles," said the instructor. "I might suggest the one which we commonly take in making long journeys across land." There was a profound silence in which everybody stirred uneasily, including Bolenciewicz and Mr. Bassum. Mr. Bassum abruptly broke this silence in an amazing manner. "Choo-choo-choo," he said, in a low voice, and turned instantly scarlet. He glanced appealingly around the room. All of us, of course, shared Mr. Bassum's desire that Bolenciewicz should stay abreast of^⑧ the class in economics, for the Illinois game, one of the hardest and most important of the season, was only a week off. "Toot,

① Lionel Barrymore: American actor who won Oscar Best Actor Award for his performance in *A Free Soul* in 1931. Here the author referred to the character Barrymore played in *A Free Soul*.

② take (it/a lot/a great deal/...) out of sb.: make sb. physically or mentally tired 使某人疲乏或厌倦

③ 【想一想】根据上下文,你能猜出 lacteal opacity 在这里指的是什么吗?【查一查】在字典中找到这两个字的确切含义。

④ variegated: adj. having streaks, marks, or patches of a different color or colors; varicolored 具有条纹、斑点或不同颜色的小块的,杂色的

⑤ squeal: n. a loud, shrill cry or sound 大声的、刺耳的喊叫或声音

⑥ squint: v. to look with the eyes partly closed; to look or glance sideways 半眯着眼睛看;向旁边看或瞟

⑦ tackle: n. [football] either of the two line players on a team positioned between the guard and the end【橄榄球】阻截队员(站位处于后卫和边锋之间的两名线上队员中的一名,其场上主要任务是抱住对方抱[带]球奔跑的球员。)

⑧ stay abreast of: 与……并驾齐驱

toot, too-tooooooof!" some student with a deep voice moaned, and we all looked encouragingly at Bolenciewicz. Somebody else gave a fine imitation of a locomotive^① letting off steam. Mr. Bassum himself rounded off^② the little show. "Ding, dong, ding, dong," he said, hopefully. Bolenciewicz was staring at the floor now, trying to think, his great brow furrowed, his huge hands rubbing together, his face red.

"How did you come to college this year, Mr. Bolenciewicz?" asked the professor. "*Chuffa chuffa, chuffa chuffa.*"

"M' father sent me," said the football player.

"What on?" asked Bassum.

"I git an 'lowance," said the tackle, in a low, husky voice, obviously embarrassed.

"No, no," said Bassum. "Name a means of transportation. What did you ride here on?"

"Train," said Bolenciewicz.

"Quite right," said the professor. "Now, Mr. Nugent, will you tell us—"

If I went through anguish in botany and economics—for different reasons—gymnasium work was even worse. I don't even like to think about it. They wouldn't let you play games or join in the exercises with your glasses on and I couldn't see with mine off. I bumped into professors, horizontal bars, agricultural students, and swinging iron rings. Not being able to see, I could take it but I couldn't dish it out^③. Also, in order to pass gymnasium (and you had to pass it to graduate) you had to learn to swim if you didn't know how. I didn't like the swimming pool, I didn't like swimming, and I didn't like the swimming instructor, and after all these years I still don't. I never swam but I passed my gym work anyway, by having another student give my gymnasium number (978) and swim across the pool in my place. He was a quiet, amiable blonde youth, number 473, and he would have seen through a microscope for me if we could have got away with it^④, but we couldn't get away with it. Another thing I didn't like about gymnasium work was that they made you strip the day you registered. It is impossible for me to be happy when I am stripped and being asked a lot of questions. Still, I did better than a lanky^⑤ agricultural student who was cross-examined^⑥ just before I was. They asked each student what college he was in—that is, whether Arts, Engineering,



Figure-IV-1-2
Cartoon by James Thurber

① locomotive: n. 机车, 火车头

② round off: 完成; 圆满结束

③ dish it out: 【美口】拼命责骂; 严厉惩罚; 大打出手 【想一想】dish it out 在句中的引申含义是什么? 【试一试】将该句翻译成地道的中文。

④ get away with: 侥幸成功; 逃脱处罚

⑤ lanky: adj. (of a person) ungracefully tall and thin (指人)细长难看的; 又高又瘦的

⑥ cross-examine: vt. question (sb.) aggressively or in great detail 追问; 详询(某人)

Commerce, or Agriculture. "What college are you in?" the instructor snapped at the youth in front of me. "Ohio State University," he said promptly.

It wasn't that agricultural student but it was another a whole lot like him who decided to take up journalism, possibly on the ground that when farming went to hell he could fall back on newspaper work. He didn't realize, of course, that that would be very much like falling back full-length on a kit of carpenter's tools.^① Haskins didn't seem cut out for^② journalism, being too embarrassed to talk to anybody and unable to use a typewriter, but the editor of the college paper assigned him to the cow barns, the sheep house, the horse pavilion, and the animal husbandry department generally. This was a genuinely big "beat," for it took up five times as much ground and got ten times as great a legislative appropriation^③ as the College of Liberal Arts. The agricultural student knew animals, but nevertheless his stories were dull and colorlessly written. He took all afternoon on each of them, because he had to hunt for each letter on the typewriter. Once in a while he had to ask somebody to help him hunt. "C" and "L," in particular, were hard letters for him to find. His editor finally got pretty much annoyed at the farmer-journalist because his pieces were so uninteresting. "See here, Haskins," he snapped at him one day, "why is it we never have anything hot from you on the horse pavilion? Here we have two hundred head of horses on this campus—more than any other university in the Western Conference^④ except Purdue—and yet you never get any real low-down on^⑤ them. Now shoot over to the horse barns and dig up something lively." Haskins shambled out and came back in about an hour; he said he had something. "Well, start it off snappily," said the editor. "Something people will read." Haskins set to work and in a couple of hours brought a sheet of typewritten paper to the desk; it was a two-hundred-word story about some disease that had broken out among the horses. Its opening sentence was simple but arresting. It read: "Who has noticed the sores on the tops of the horses in the animal husbandry building?"

Ohio State was a land grant^⑥ university and therefore two years of military drill was compulsory. We drilled with old Springfield rifles^⑦ and studied the tactics of the Civil War even though the World War was going on at the time. At 11 o'clock each morning thousands of freshmen and sophomores used to deploy over the campus, moodily creeping up on the old chemistry building. It was good training for the kind of warfare that was waged at Shiloh^⑧ but it had no connection with what was going on in

① 【想一想】在作者看来,学新闻是否有助于那个农科学生毕业后择业呢? 你的理由是什么?

② be cut out for sth. /be cut out to be sth.: (informal) having the qualities and abilities needed for sth. (口语)有(做)某事所需要的素质和才能

③ appropriation: n. 拨款

④ 美国幅员辽阔,各大学根据地域分为东、西、东北、中和南等区域大学体育竞技联盟。如以马萨诸塞州麻省理工大学为首的“大西洋联盟”(Atlantic 10 Conference)和由分布在美国中部和南部数州的大学组成的“十二大联盟”(Big 12 Conference)等。而以美国中西部12所大学组成的体育竞技联盟称为“十大联盟”(Big 10 Conference),初期的“十大联盟”称为“西部联盟”(Western Conference),只有7所学校加入,包括芝加哥大学、伊利诺伊大学、密歇根大学、明尼苏达大学、普渡大学、威斯康星大学和西北大学;后来陆续加入了印地安那大学、爱荷华大学、俄亥俄州立大学、密歇根州立大学和宾夕法尼亚州立大学,虽然叫Big 10,但是截止2011年,该联盟总共有12所大学加入,其会员学校除西北大学以外,大多是大型的公立大学。

⑤ give sb. /get the low-down on sb. /sth.: (informal) tell sb. /be told the true facts (about sb. /sth.) 告诉(某人)[获悉](有关某人[某事物]的)内幕,实情,真相

⑥ land grant: 政府赠予地(政府拨给大学或铁路之土地)

⑦ Springfield rifle: (1867—1893年间美军使用的)斯普林菲尔德步枪

⑧ Shiloh: a locality in southwest Tennessee east of Memphis. The Civil War Battle of Shiloh (April 6—7, 1862) ended in the withdrawal of Confederate troops but claimed more than 10,000 casualties on both the Union and Confederate sides.

Europe. Some people used to think there was German money behind it, but they didn't dare say so or they would have been thrown in jail as German spies. It was a period of muddy thought and marked, I believe, the decline of higher education in the Middle West.

As a soldier I was never any good at all. Most of the cadets were glumly indifferent soldiers, but I was no good at all. Once General Littlefield, who was commandant of the cadet corps, popped up in front of me during regimental drill and snapped, "You are the main trouble with this university!" I think he meant that my type was the main trouble with the university but he may have meant me individually. I was mediocre at drill, certainly that is, until my senior year. By that time I had drilled longer than anybody else in the Western Conference, having failed at military at the end of each preceding year so that I had to do it all over again. I was the only senior still in uniform. The uniform which, when new, had made me look like an interurban railway conductor, now that it had become faded and too tight, made me look like Bert Williams^① in his bell-boy act. This had a definitely bad effect on my morale. Even so, I had become by sheer practice little short of wonderful at squad maneuvers.

One day General Littlefield picked our company out of the whole regiment and tried to get it mixed up by putting it through one movement after another as fast as we could execute them: squads right, squads left, squads on right into line, squads right about, squads left front into line, etc. In about three minutes one hundred and nine men were marching in one direction and I was marching away from them at an angle of forty-five degrees, all alone. "Company, halt!" shouted General Littlefield, "That man is the only man who has it right!" I was made a corporal for my achievement.

The next day General Littlefield summoned me to his office. He was swatting flies when I went in. I was silent and he was silent too, for a long time. I don't think he remembered me or why he had sent for me, but he didn't want to admit it. He swatted some more flies, keeping his eyes on them narrowly before he let go with the swatter. "Button up your coat!" he snapped. Looking back on it now I can see that he meant me although he was looking at a fly, but I just stood there. Another fly came to rest on a paper in front of the general and began rubbing its hind legs together. The general lifted the swatter cautiously. I moved restlessly and the fly flew away. "You startled him!" barked General Littlefield, looking at me severely. I said I was sorry. "That won't help the situation!" snapped the General, with cold military logic. I didn't see what I could do except offer to chase some more flies toward his desk, but I didn't say anything. He stared out the window at the faraway figures of coeds^② crossing the campus toward the library. Finally, he told me I could go. So I went. He either didn't know which cadet I was or else he forgot what he wanted to see me about. It may have been that he wished to apologize for having called me the main trouble with the university; or maybe he had decided to compliment me on my brilliant drilling of the day before and then at the last minute decided not to. I don't know. I don't think about it much anymore.

(SOURCE: Thurber, James. *My Life and Hard Times*. Harper Perennial Modern Classics. 1999.)

① Egbert Austin Williams (Bert Williams) (November 12, 1874 – March 4, 1922) was one of the preeminent entertainers of the Vaudeville era and one of the most popular comedians for all audiences of his time. He was the first black American that took a lead role on the Broadway stage.

② coed: n. (informal, usual U.S.) female student at a coeducational school or college (男女合校的)女生