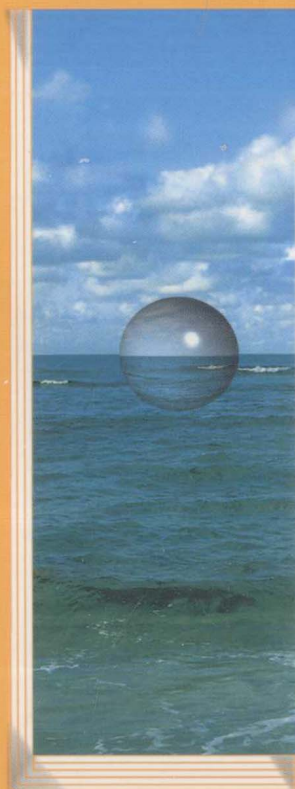


New Extensive Reading
for College English

新编大学英语泛读教程

第 I 册

主编 汪士彬 王瑞佩



宇航出版社

策划:郭瑞霞

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学 苑 出 版 社

图书在版编目(CIP)数据

新编大学英语泛读教程(第 I 册)/汪士彬 王瑞佩主编. - 北京:宇航出版社,2000.7

ISBN 7-80144-372-1

I. 新… II. ①汪… ②王… III. 英语-高等学校-教材
IV. H31

中国版本图书馆 CIP 数据核字(2000)第 77395 号

宇航出版社出版发行

北京市和平里滨河路 1 号(100013)

发行部地址:北京阜成路 8 号(100830)

零售书店(北京宇航文苑)地址:北京海淀大街 31 号(100080)

北京隆华印刷厂印刷

新华书店经销

2000 年 7 月第 1 版 2000 年 7 月第 1 次印刷

开本:850×1168 1/32 印张:10.375 字数:267 千字

印数:1—8000 册 定价:15.00 元

前 言

《新编大学英语泛读教程》(第 I 册)是依据 1999 年教育部颁发的《大学英语教学大纲》[修订本]的精神编写的。本书试用本在南开大学 96 级及 98 级全体非英语专业的大学生中进行了试用,受到了广大学生和同仁的一致好评,并诚恳地提出了各种修改意见和建议。编者进行了认真的修改后,提供给宇航出版社正式出版发行。

本书适合大学一年级学生第一学期使用,总学时为 20。也可供其他各类学校中具备同等学业水平的学生及自学者使用。

本书在内容与编排形式方面有如下 4 个特点:

1. 采用板块结构。全书分 10 个单元,每个单元编入从 Part A 至 Part D 4 篇短文,它们均围绕同一话题,设计的各类练习也紧扣同一话题,构成一个独立的板块。大大地提高了常用词汇的重现率,使学生在短文设置的语境中,不止一次地“重见”这些词汇,熟悉它们的用法,达到最佳的记忆效果。

2. 在单元起始设编者导言。为的是激发读者的“读下去”的兴趣,同时给他们一条深入理解本单元内容的清晰思路。

3. 练习形式与测试题型挂钩。每篇阅读短文后均设练习,除多项选择、判断正误外,还有构词知识、简短回答问题、综合填空、以及英译汉等项练习,因而涵盖了大学英语测试中所有与阅读相关的题型。

4. 全部阅读短文及简短回答问题、综合填空练习中采用的短文均是原文,其中不少是新材料。题材广泛,语言规范,内容丰富,集知识性与趣味性为一体。为了进一步增加题材的广泛性,书中还编入了 20 篇补充阅读材料。

在排字过程中薛红珠,牛晓莉等同志参加了本书的校对工作,

编者在此一并表示谢意。

欢迎广大读者及同仁对本书多提宝贵意见。

编者

2000 年 8 月

CONTENTS

Unit One	(1)
Part A English as a World Language	(1)
Part B American English	(7)
Part C How I Studied Chinese	(13)
Part D Language Deaths “bad for us all”	(19)
Unit Two	(24)
Part A American Youth(I)	(24)
Part B American Youth(II)	(31)
Part C So Young, So Addicted	(36)
Part D Teens and a Killer Disease	(41)
Unit Three	(48)
Part A Danger in Smoking	(48)
Part B Smoker-Stopping	(53)
Part C Nonsmokers Harmed by Cigarette Smoke	(58)
Part D A Smoker’s Wife	(63)
Unit Four	(69)
Part A Henry Ford—An Inventor and Manufacturer(I)	(69)
Part B Henry Ford—An Inventor and Manufacturer(II)	(73)
Part C One of the Country’s First Six Women Astronauts	(79)
Part D The first Biologist	(84)
Unit Five	(91)
Part A Sex Differences in the Brain	(91)

Part B How Does Your Brain Work? (I)	(96)
Part C How Does Your Brain Work? (II)	(99)
Part D Dreaming Is Good For You	(104)
Unit Six	(108)
Part A The Levels of Sleep	(108)
Part B Daydreaming(I)	(114)
Part C Daydreaming(II)	(119)
Part D Laying Insomnia to Rest	(123)
Unit Seven	(128)
Part A My Father's Best Gift(I)	(128)
Part B My Father's Best Gift(II)	(134)
Part C A Daughter's Plea(I)	(139)
Part D A Daughter's Plea(II)	(145)
Unit Eight	(149)
Part A Insects That Make Music(I)	(149)
Part B Insects That Make Music(II)	(154)
Part C An Animal Survival Lesson for Mankind	(159)
Part D The Misunderstood Species	(166)
Unit Nine	(172)
Part A Using the Mind against Disease(I)	(172)
Part B Using the Mind against Disease(II)	(177)
Part C Pick-your-own Antibodies	(182)
Part D Bone Fractures; Treatment and Risks	(188)
Unit Ten	(194)
Part A Modern Examinations	(194)
Part B Cheating in Our Schools; A National Scandal(I)	(200)
Part C Cheating in Our Schools; A National Scandal(II)	(208)

Part D Cheating in Our Schools; A National Scandal(Ⅲ)	(215)
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SUPPLEMENTARY READING MATERIAL

Passage 1 How to Study	(220)
Passage 2 Innumerate, Illiterate	(224)
Passage 3 How Ruth Make History at Oxford	(227)
Passage 4 More Than Meets the Eye	(230)
Passage 5 Preserve Easter Traditions By Respecting The Earth	(234)
Passage 6 Noise Pollution	(238)
Passage 7 French Americans	(241)
Passage 8 Public Libraries	(245)
Passage 9 Jordan Ends His NBA Career	(249)
Passage 10 Paul Newman—Actor, Director, Racing Driver	(252)
Passage 11 The Richest Man in the World	(255)
Passage 12 It's Easy to Be Wise after the Event	(258)
Passage 13 How Do Homing Pigeons Find Home?	(262)
Passage 14 A Life in the Day of Linda McCartney	(268)
Passage 15 The View from Out There	(272)
Passage 16 Learning How to Make Rain	(275)
Passage 17 Climate Summit: Slippery Slopes Ahead	(281)
Passage 18 It's Attitude—Not Image	(285)
Passage 19 A Daughter's Last Gift	(290)
Passage 20 The Venturers	(294)

Answer Keys

Unit One	(300)
Unit Two	(302)

Unit Three	(304)
Unit Four	(306)
Unit Five	(308)
Unit Six	(310)
Unit Seven	(312)
Unit Eight	(314)
Unit Nine	(316)
Unit Ten	(318)
Supplementary Reading Material	(320)
附录.....	(322)

Unit One

How many languages are being spoken in the world?

Why has English become a world language?

What are the basic characteristics of English?

How has modern American English developed?

Which language is spoken by most people?

What is the most important way to learn a foreign language?

What are linguists now worried about?

How interesting! Can you answer them?

Part A English as a World Language

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that *this* is a relatively recent thing—that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, that has given the English language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose—administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

BASIC CHARACTERISTICS

SIMPLICITY OF FORM. Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

FLEXIBILITY. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example, **swim, drink, walk, kiss, look, and smile**. We can talk about **water** to drink and **to water** the flowers; **time** to go and **to time** a race; **a paper** to read and **to paper** a bedroom. Adjectives can be used as verbs. We **warm** our hands in front of a fire; if clothes are **dirtied**, they need to be **cleaned** and **dried**. Prepositions too are flexible. A sixty-year-old man is nearing retirement; we can talk about a **round of golf, cards, or drinks**.

OPENNESS OF VOCABULARY. This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian, and Japanese languages are resisting the ar-

rival of English in their vocabulary.

THE FUTURE OF ENGLISH. Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport, and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

New Words

massive ['mæsiv] *a.* 大量的; 巨大的

immigration [ˌimi'greɪʃn] *n.* 移居入境; 外来的移民

bilingual [baɪ'liŋɡwəl] *a.* 使用两种语言的

administrative [əd'mɪnɪstrətɪv] *a.* 管理的; 行政的

inflection [ɪn'flekʃn] *n.* 词形变化; 词尾变化

flexibility [ˌfleksə'bɪlɪti] *n.* 灵活性

time [taɪm] *v.* (比赛)记时

paper ['peɪpə] *v.* 用纸裱糊

warm [wɔ:m] *v.* 使暖和; 变暖

dirty ['dɜ:ti] *v.* 弄脏; 变脏

near [niə] *v.* 靠近, 接近

derivative [dɪ'rɪvətɪv] *n.* 派生词; 派生物

purist ['pjʊərɪst] *n.* 语言纯正癖者

aviation [ˌeɪvɪ'eɪʃn] *n.* 航空; 飞行术; 航空学

proposition [ˌprɒpə'zɪʃn] *n.* 主张; 建议

absurd [əb'sɜ:d] *a.* 不合理的; 荒谬的

EXERCISES

I. READING COMPREHENSION

Directions: For each of the following questions or unfinished statements, there are four choices marked A), B), C) and D). You should decide on the best choice and circle the letter of your choice.

1. The author implies that in Shakespeare's time _____.
 - A) English was already a world language
 - B) English was spoken only by Britons
 - C) England established its colonies in many habitable parts of the globe
 - D) English was considered important only by the Europeans
2. The word "this" in Line 2, Paragraph 1 refers to _____.
 - A) the fact that English is one of the major languages in our present world
 - B) an effort of the imagination
 - C) the fact that only a few million people spoke English in the past
 - D) the fact that English was unknown to the rest of the world before the seventeenth century
3. The large increase in the population of the United States was mainly due to _____.
 - A) the English immigration in the seventeenth century
 - B) the lack of birth control
 - C) the frequent influx of immigrants from all over the world in the nineteenth and twentieth centuries
 - D) the low infant mortality
4. It has been estimated that _____.
 - A) one person out of seven in the world is a native English speaker
 - B) one seventh of people in the world are bilinguals
 - C) one seventh of people speak English as a foreign language
 - D) 3/4 of the world's mail is in English
5. The fundamental difference between modern English and other modern European languages is that _____.
 - A) English has fewer verbs
 - B) English has fewer adjectives
 - C) English has fewer inflections

- D) English is a world language while others are not
6. What is the example given by the author to show that English is a very flexible language?
- A) English readily admits words from other languages.
- B) Compounds and derivatives can be easily created in English.
- C) Adjectives do not vary according to the nouns.
- D) Some words that are used as nouns or adjectives can also be used as verbs.
7. That English is the most widespread language on Earth does not mean that _____.
- A) it is the language of business, technology, sport and aviation
- B) it is one of the world's major languages
- C) other languages will cease to exist
- D) purists of other languages will resist the arrival of English in their vocabulary
8. Which of the following can NOT be learned from the passage?
- A) English has borrowed words from many other languages.
- B) Mandarin Chinese is spoken by the biggest number of people on Earth.
- C) The author is from the United States.
- D) Old English had many inflections.

II. WORD BUILDING

One way to discover the meaning of a new word is to use word analysis, which is to use knowledge of the meanings of the parts of a word. Many English words have been formed by combining parts of older English, Greek, and Latin words. For instance, the word *bicycle* is formed from the parts *bi*, meaning two, and *cycle*, meaning round or wheel. Often knowledge of the meanings of these word parts can help the reader to guess the meaning of an

unfamiliar word. Exercises providing practice in this skill will also enlarge the reader's vocabulary substantially.

Prefixes: il-, im-, in-, ir-, un-
--

Directions: These prefixes can be added to adjectives to make them negative in meaning. Rewrite the following words using the appropriate prefixes.

- | | | | |
|-----------------|-------|---------------|-------|
| 1. legible | _____ | 2. resistible | _____ |
| 3. mature | _____ | 4. logical | _____ |
| 5. removable | _____ | 6. true | _____ |
| 7. legitimate | _____ | 8. legal | _____ |
| 9. moral | _____ | 10. fortunate | _____ |
| 11. comfortable | _____ | 12. formal | _____ |
| 13. efficient | _____ | 14. fair | _____ |
| 15. regular | _____ | 16. capable | _____ |
| 17. pure | _____ | 18. necessary | _____ |
| 19. accurate | _____ | 20. wise | _____ |
| 21. adequate | _____ | 22. finished | _____ |
| 23. responsible | _____ | 24. patient | _____ |
| 25. rational | _____ | 26. usual | _____ |
| 27. relevant | _____ | 28. polite | _____ |
| 29. direct | _____ | 30. aware | _____ |
| 31. numerable | _____ | 32. literate | _____ |
| 33. significant | _____ | 34. practical | _____ |
| 35. visible | _____ | 36. proper | _____ |
| 37. possible | _____ | 38. complete | _____ |
| 39. able | _____ | 40. expensive | _____ |

Part B American English

L. B. Krane

When the colonists arrived in America in 1620, they brought their Elizabethan English with them. From this beginning the development of modern American English has depended on the unique American experience. Rules of grammar are similar to England's English, of course; but other facets of the language developed with the new country and reflect contributions from the many groups that became part of the American "melting pot".

Although the colonists mingled to some extent with the Native Americans, the Indians' influence on American culture and language was not extensive. But the colonists found many things in the new world that were unfamiliar, and they adopted the Indian words for them. Many place names, trees, plants, and animals indigenous to America retain their Indian names today. *Hickory*, *squash*, *pumpkin*, *woodchuck*, *chipmunk*, and dozens of other such words are Indian in origin. Approximately half of the states' names, including *Connecticut* and *Alabama*, are also of Indian origin.

The French were important to the exploration of America, and their settlement concentrated in the Midwest and around New Orleans and Quebec. However, they had little permanent linguistic influence in the United States except in the Creole regions of southern Louisiana. The words they contributed to English were primarily designations for the features of the land they explored — *prairie*, *butte*, *crevasse*, and so on — although they introduced a variety of other words as well, such as *gopher*, *chowder*, and *bureau*.

The Spanish, on the other hand, had extensive settlements in the West and Southwest, and a much greater influence on American culture and language. Many words associated with life in the West are Spanish in origin. The cowboy, one of the most popular heroes of American culture, was Spanish in almost everything but his name. He wore *chaps* and *ponchos*; he twirled a *lariat* and rode a *bronco* that ate *alfalfa*. He lived on a *ranch* and fought *coyotes*. He may even have been caught by *vigilantes* and held *incommunicado* in the *hoosegow*.

Another linguistically important group of early American colonists was the Dutch in New York. Although they were displaced by the English after a short time, their influence on American vocabulary was considerable, including such words as *coleslaw*, *cookie*, *waffle*, *boss*, *caboose*, *sleigh*, *dope*, *dumb*, *snoop*, and even *Santa Claus*.

Later groups of immigrants—Germans, Irish, Italians, Scandinavians, Africans, and Eastern European Jews—contributed a sprinkling of familiar words to the American vocabulary. Certainly, other immigrant groups have contributed to American English as well, although often within a limited area. For example, Japanese and Chinese influence on American English has largely been confined to Hawaii, where numerous indigenous Hawaiian words also are in common use (*mauka*, “seaward”; *pau*, “finished”; and, of course, *aloha*).

As American English developed, it did not develop uniformly throughout the country. Instead, as the colonists from different parts of England settled in various parts of the new country, they continued to speak their separate British dialects. In America today, these dialects are characterized most obviously by differences in pronunciation and vocabulary.