

吉林大学合校纪念版 college

中国大学英语 泛读教程

EXTENSIVE READING

2

English

for
Chinese Students

第二册



吉林大学出版社

中国大学英语 泛读教程

Chinese Students

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中国大学英语

泛读教程

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For Chinese Students

第三册

总主编 孙怀庆 李书民 伊秀波

吉林人民出版社

中国大学英语

泛读教程

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总主编

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《中国大学英语泛读教程》

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序

大学英语是我国高等教育的一门重要的基础课程。无论是培养同现代化要求相适应的数以亿计的高素质劳动者，还是培养数以千万计的专门人才，都离不开对其外语（尤其是英语）运用能力的培养。时代发展趋势、经济发展趋势、科技发展趋势以及知识本身的信息化和市场化的总体趋势，都在使我们不断加快大学英语教学改革步伐。

应当看到，改革开放以来，我国大学英语教学质量和师资水平，都有长足的进步。十年来，我国大学英语四、六级统考成绩不断提高，考试体系引人注目，师资队伍更新换代已经基本完成。然而，我国大学英语教学质量还是跟不上社会发展的要求，这也是一个不争的事实。大学毕业生从中学到大学，学了十年英语，大部分人仍然不具备用英语去阅读、交际的能力，更谈不上用英语去工作的能力。从教育经济学的角度看，这不能不说是教育资源的浪费；至少也是教育资源的低效益使用。造成这种状况的原因很多：有教学指导思想的偏差；有课程设置的失当；有师资水平的不平衡；有教学条件的欠缺等等，然而，大学英语教材体系的种种弊端，也是造成这种英语教学低效益的重要原因。我国现有千余所高等学校，各校教学条件、师资水平和生源差异很大。而一个教学大纲，一种课程模式，一套统编教材，显然既不能满足需要，也是不切实际的。因此，在遵循大学英语教学大纲的基础上，统一教材体系和课程设置的矛盾，在主干教材中加大交际能力培养的比重；在自主教材中培养学生自学能力，走内涵式发展的道路，成为必然。基于此，孙怀庆教授等长期从事大学英语教学的同志提出构建 2+3 中国大学英语教材体系。本体系力求既强调语言知识的传授和研习，又注意英语交际能力的培养和发展，同时既限制教学课时的无限膨胀，又培养学生自主学习的习惯和能力，巧妙地解决教与学、学与考、短期教学与长期应用的矛盾。

首先，本套教材体系符合大学英语教学目标。大学英语教学的目的是培养学生具有较强的阅读能力和一定的听、说、写、译能力，使他们能用英语交流信息。本套教材体系完全贯彻了 1999 年教育部最新颁布的《大学英语教

学大纲》对学生的语言应用能力在二个层次上的要求精神，培养学生全方面的英语交际和应用能力。

其次，本套教材体系符合大学英语教学实际。一周4课时的教学量，很难同时完成5种课程任务，导致教师左冲右突，学生无所适从，既浪费了教学资源，也伤害学生的学习热情，其结果是造成学习效益低下。而本套教材体系分课堂主干教材和自主学习教材，目标一致，却分工不同，既给教师发挥主导作用创造了广泛的课堂讲授空间，也给学生保留了自由的课后自学余地，充分发挥了学生是教学的主体作用，培养他们掌握良好的语言学习方法，自觉理解、吸收外国文化素养，提高英语学习效率和效益。

第三，本套教材体系符合中国国情。在我国，英语是在讲汉语的环境中作为一门外语来教的，而不是在英语环境中作为第二语言来教的，因此，不能照搬国外的TESOL那套做法。本套教材体系以交际教学法作为基本进路，对其它教学法博采众长，兼收并蓄，从材料选择、体例设计、课堂活动、课后自学、到学业测试全部贯彻培养和发展学生的英语交际能力的教学宗旨，实事求是地采用各种行之有效的方法提高教学效果。

综上，2+3中国大学英语教材体系是一种先进、合理、实用的教材模式。在庆祝新吉林大学建立之际，谨祝2+3《中国大学英语》系列教程的出版。这套教程是新吉林大学建立后出版的第一套教材，也是与其它高校联合科研的成果。愿我们各高校之间加强联系、交流和合作，创作具有中国特色的大学英语教材精品，走一条具有中国特色的大学英语教学之路。

吉林大学副校长



前 言

2+3《中国大学英语》是根据1999年教育部最新颁布的《大学英语教学大纲》(高等学校本科用)编写的一套系列教程。所谓“2”是指课堂主干教材:大学英语精读教程和大学英语听说教程;所谓“3”是指学生自主学习教材:大学英语泛读教程、大学英语语法教程、大学英语测试教程。精读、听说教程纳入教学课时,供四个学期使用,其它三种教程以教师指导、学生自学、阶段检测为主,亦在四个学期内同步完成。

本套教材以培养学生具有较强的阅读能力和一定的听、说、写、译能力为宗旨;以体现语言交互活动和激发学生自主学习兴趣的设计为形式;增加内容价值含量,扩大教师的讲授空间,突出学生的学习地位,巧妙地处理了教与学、学与考的关系,追求教学素质、效率和效果的合谐统一。

本套教材具有以下鲜明特色:

1. **中国性:** 大学英语教材的使用环境在中国,所以本套教材遵循中国学生学习英语的规律,照顾中国学生学习英语的习惯,即体现大学英语教材的中国特色。

2. **大学性:** 大学英语教材的使用主体是大学生,因而本套教材体现了与中学英语教材的衔接性和差异性,充分发挥大学生的自主学习热情,培养大学生的自主学习能力。

3. **科学性:** 本套教材无论是选材,还是设计都注意思想性、实用性和趣味性,妥善处理了知识性与可思性、系统性与灵活性、可接受性与前瞻性、语言典范和时代气息的关系。

4. **实用性:** 本套教材体现了课堂教学与课后自学的关系,博采众长,揉进各种先进的语言学习理论和方法,以在最短时间内以最快速度和最高质量把英语教好、学好为目标,把素质教育做为重点,使教师在传授知识、培养能力和提高素质上下大力气,使学生在语言索取、语言应用与语言创造性上协调发展,最大限度地提高大学英语教学的综合效益。

全套教材由吉林大学、吉林工学院、长春光学精密机械学院、吉林建筑工程学院合作编写。吉林大学副校长张文显教授,全国大学外语教学指导委员会委员、全国大学英语四、六级考试委员会委员刘龙根教授对本套教材的设计与编写自始至终给予关心和支持。

《中国大学英语泛读教程》由吉林大学和吉林工学院联合编写。孙怀庆、李书民、伊秀波教授担任总主编。由于编者水平与经验有限,教材中难免还有不足之处,希望广大教师和学生批评指正。

编 者
2000年8月

使用说明

本书为《中国大学英语泛读教程》第三册，供大学英语三级学生使用。

本书以新大纲规定的阅读终极目标统帅阶段目标；以大学英语标准化阅读测试形式为体例；以教师指导、学生自主学习、阶段考试检测为手段，从题材和体裁选择上，体现时代性、知识性和多样性，以助于学生扩大词汇，扩展视野，提高兴趣，培养语感，完成大学英语教学的整体目标。

全书共十个单元，每一单元包括三篇课文。课文 A 为速读材料，课文 B、C 为泛读材料。三篇文章在题材与体裁上力求错落有致和平衡搭配。

课文 A 作为速读材料，配有生词表及 True or False Questions 和 Multiple Choice Questions 等练习形式。

课文 B 和 C 作为泛读材料包括 New Words, Useful Phrases and Expressions, Headache Sentences, Related Information, Multiple Choice Questions, Short Answer Questions 和 Translation 等项。

New Words 以课文中出现的生词新义为选列对象，以在课文中出现的先后为排列顺序，目的在于为学生扫清阅读障碍，提高阅读速度。

Useful Phrases and Expressions 列出短语动词、固定短语、以及习惯搭配和实用的表达法，供学生们记忆和运用。

Headache Sentences 摘取课文中在语法上、语用上或翻译上有特殊性的句子，配以必要的汉译和解释帮助学生正确理解课文。

Related Information 帮助学生解决课文中出现的特殊文化背景，提高学生吸取信息和知识的能力。

Multiple Choice Questions、**Short Answer Questions** 和 **Translation** 都是 CET4&6 中涉及的题型。本书设计这些练习旨在与大学英语标准化测试的目标、重心和方法接轨，所设题项包括局部性、概括性、理解性，都有一定的辐射面和深度，目的是帮助学生在速度中求准确，在整体中把握细节，掌握各种阅读技能，保证学生在今后具有快速有效吸收新知识、新信息的能力，保证学生具有细微观察语言的能力。

本册书另附有总词汇表，供学生检索和记忆。

本书配有标准化试题库光盘，供教师指导、检测学生学业成绩使用。

本书总阅读量约 31796 词，接近新大纲的阅读要求。

泛读课的教学应充分体现教师的指导作用，采用各种形式，课内课外结合，有条件的院校应引入多媒体等先进教学手段，改变传统的一些低效率的教学方法，以提高学生的兴趣，充分调动学生的积极性。

编者

2000 年 8 月

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Unit one

Reading A



Psychologists tell us that we are what we think ourselves to be. Our self-image defines for us what we believe we can and cannot do. [5] Each of us over the years has built up beliefs about ourselves. Unconsciously, our pictures of who we are have been formed by past experiences. Our successes and failures, what others have told us and what we think people believe about us all help form impressions of who we think we are. Because self-image is so important in our growth, [10] [15]

it is important to examine our concepts of self in order to reach our full potential.

A danger is that we often accept as true the wrong images of self. [20] An example is a student who sees himself as "poor in English." He can be heard to say, "Oh, I've never been good in English classes." Chances are the student failed in an English test at one time in the past. Rather than saying "I failed a test; what can I learn from it?" he began thinking, "I'm a failure; I'll never do well in English." Or, perhaps his parents or friends made negative remarks to him about his grades. These are ways that poor self-images develop. In this case the student became what he thought he was. [25]

Changing our self-image is possible. Some psychologists suggest we begin to change our self-image by mentally picturing ourselves [30]



performing well at some task. Since we presently react to things based on our present images, the suggestion is to replace those with better ones. In many experiments, people were asked to sit quietly for a few minutes each day and imagine themselves doing well at a test. For instance, subjects would sit and imagine themselves throwing darts at a bull's-eye on a target. Over a period of weeks their dart game improved. This has been done with people who wanted to play chess better, throw a ball more accurately, increase their salesmanship or musical talents, and improve many other skills. In most cases, remarkable improvement is made. That "poor" English student might have found he was much better in the subject than he thought if he had tried seeing himself as a better student.

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The point of changing self-image is not to develop an image of ourselves that is not real. To try to become something we really aren't is just as wrong as living the unrealistic, inferior image we may have. The aim is to find the "real" self, to bring our mental images of ourselves in line with our true potential. However, it is generally accepted among psychologists that most of us fail to do justice to ourselves. We're usually better than we think we are.

Try this. Set aside 20—30 minutes each day to sit alone quietly and comfortably. Just close your eyes and imagine yourself sitting before a large movie screen. Then picture yourself doing something you want to improve on. This could be test-taking, hitting a backhand stroke in tennis, job interviewing, whatever. Practice seeing yourself doing it correctly and successfully. Make your pictures as real and as vivid as possible. See and hear details, if you can. If you are working on test-taking, for instance, picture the room you are in. See yourself relaxed at a desk. Picture the clothes you are wearing. Hear the sounds of others writing, moving in their seats. Read the questions on the test and imagine yourself writing answers to them. Details are the most important part of practising an experience. Such an exercise helps wipe out poor images and gives you new images or pictures of yourself being successful.

Another important part of changing self-concept is to not think about past mistakes. Don't let failures do harm. Our errors or humiliations over mistakes are necessary steps in learning. It is all right to make mistakes. But when they have taught us what we did wrong, we should forget them and not dwell on them. Sometimes we keep remembering our failures or mistakes and feel guilty or embarrassed about them. We let them take over, and then we develop a fear. That's exactly what the "poor" English student allowed to happen.

It is important to have realistic expectations of ourselves. Some of our dissatisfaction might come from expecting too much of ourselves. If we demand constant perfection in everything we do, we can be disappointed. Our poor self-concept will continue. If our goal is to reach perfection, we are doomed from the start.

75

(746 words)

New Words

- | | |
|--|---|
| 1. subject /'sʌbdʒɪkt/ <i>n.</i> 受试者 | 5. stroke /strəʊk/ <i>n.</i> 敲;打;击球 |
| 2. dart /dɑ:t/ <i>n.</i> 飞标 | 6. humiliation /hju(:)mili'eɪʃən/ <i>n.</i> 羞辱 |
| 3. bull's-eye /'bulzai/ <i>n.</i> 靶心 | 7. doom /du:m/ <i>vt.</i> 使...的失败(或毁灭、灭亡等) |
| 4. backhand /'bækhænd/ <i>a.</i> (网球等运动中的)反手的 | 成为必然,注定 |

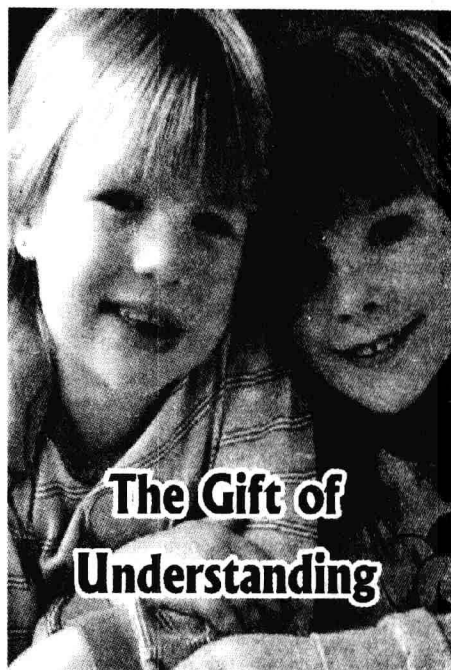
True or False Questions

1. Our past experiences such as successes and failures play the most important part in forming our self-images, while other's opinions on us make no difference in forming them.
2. The author thinks it dangerous that we frequently regard the incorrect images of self as true.
3. By mentally picturing ourselves performing well at some task, we are bound to make remarkable improvement in every skill.
4. The key of changing our self-concept is to make the mental images of ourselves consistent with our actual capacity.
5. Imagining the details of something we want to improve on helps change our self-image.
6. The author suggests that we keep our errors in mind and learn lessons from our past mistakes so that we may wipe out poor images and develop good ones.
7. According to the author, the "poor" English student should have overcome the fear and the sense of frustration out of his past failures so as to improve his English.
8. The more we expect of ourselves, the better we will do.



Reading B

- I must have been around four years old when I first entered Mr. Wigden's candy shop, but the smell of that
- [5] wonderful world of penny treasures still comes back to me clearly more than a half-century later. Whenever he
- [10] heard the tiny tinkle of the bell attached to the front door, Mr. Wigden quietly appeared, to take his stand behind the candy case. He was very old, and his head was
- [15] topped with a cloud of fine, snow-white hair.



- Never was such an array of delicious temptations spread before a child. It was almost painful to make a choice. Each kind had first to be savored in the imagination before passing on to the next. There was always a short pang of regret as the selection was dropped into a little white paper sack. Perhaps another kind would taste better? Or last longer? Mr. Wigden had a trick of scooping your selection into the sack, then pausing. Not a word was spoken, but every child understood that Mr. Wigden's raised eyebrows
- [20] meant a last-minute opportunity to make an exchange. Only after payment was laid upon the counter was the sack irrevocably twisted shut and the moment of indecision ended.

- Our house was two streets from the streetcar line, and you had to pass the shop going to and from the cars. Mother had taken me into town on some forgotten errand, and as we walked home from the trolley
- [30] Mother turned into Mr. Wigden's.

- "Let's see if we can find something good," she said, leading me up to the long glass case as the old man approached from behind a curtain. My mother stood talking with him for a few minutes as I gazed
- [35] rapturously at the display before my eyes. Finally Mother picked out something for me and paid Mr. Wigden.

Mother went into town once or twice a week, and, since in those days baby-sitters were almost unheard-of, I usually accompanied her. It became a regular routine for her to take me into the candy shop for some special treat, and after that first visit I was always allowed to make my own choice. 40

I knew nothing of money at that time. I would watch my mother hand something to people, who would then hand her a package or a bag, and slowly the idea of exchange was formed in my mind. Sometime about then I reached a decision. I would go past the two streets to Mr. Wigden's all alone. I remember the tinkle of the bell as I managed, after some effort, to push open the big door. Charmed, I worked my way slowly down the display counter. 45

Here were gumdrops—the great big ones, so tender to bite into, all crusty with crystals of sugar. There, enormous jawbreakers which made a satisfying bulge in your cheek. And, of course, there were the hard, shiny, dark-brown-covered peanuts Mr. Wigden dished out with a little wooden scoop—two scoops for a cent. 50

When I had picked out a promising assortment. Mr. Wigden leaned over and asked, “You have the money to pay for all these?” 55

“Oh, yes.” I replied, “I have lots of money.” I reached out my fist, and into Mr. Wigden's open hand I dumped a half-dozen cherry seeds carefully wrapped in shiny tinfoil.

Mr. Wigden stood gazing at the palm of his hand; then he looked searchingly at me for a long moment. 60

“Isn't it enough?” I asked him anxiously.

He sighed gently, “I think it is a bit too much,” he answered. “You have some change coming.” He walked over to his old-fashioned cash register and cranked open the drawer. Returning to the counter, he leaned over and dropped two pennies into my hand. 65

My mother scolded me about taking the trip alone when she found me out. I don't think it ever occurred to her to ask about the financial arrangement. I was simply cautioned not to go again unless I asked first. I must have obeyed and, evidently, when permission was granted for me to make the trip, a cent or two was given me for my purchases, since I don't remember using cherry seeds a second time. In fact, the whole affair, insignificant to me then, was soon forgotten in the busy occupation of growing up. 70

When I was six or seven years old my family moved to another city where I grew up, eventually married and established my own family. My wife and I opened a shop where we bred and sold exotic fish. The 75

