

吉林大学合校纪念版 college


# 中国大学英语 泛读教程

EXTENSIVE READING

English

For  
Chinese Students

第二册

 吉林大学出版社

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外语教学出版社

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总主编 孙怀庆 李书民 伊秀波

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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、交流与合作，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》第二册，供大学英语二级学生使用。

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 28038 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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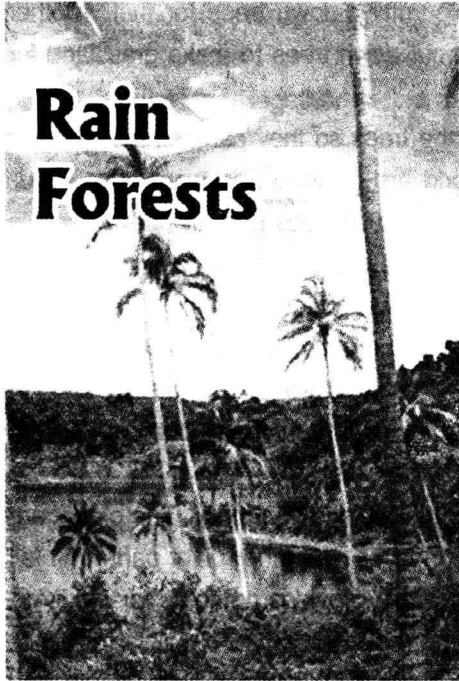
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# Unit one

## Reading A



Tropical rain forests are found in the Amazon region of South America, Central America, Africa, and South and Southeast Asia. They are very old, thick forests where it rains more than 1.8 meters per year. The oldest rain forest in the world is in Sarawak. It is 10 million years old. In rain forests, huge trees 45 meters high have their first branches about 10 meters above the ground. Below the trees, there is another level of plants—many kinds of smaller trees, bushes, and flowers.

The Sarawak forest has 2500 different kinds of trees.

Each level of the rain forest is its own world. The lower level is protected by the trees above. The temperature and humidity (the amount of water or moisture in the air) stay about the same in the lower level. There is not much sunlight. In the upper level, the sun, rain, and wind change the temperature and humidity often.

An amazing animal world lives in the upper level. There are monkeys, members of the cat family, birds, and insects such as bees, butterflies, and many kinds of flies. Other animals that usually live on the ground also live here—mice, ants, and even earthworms.

This upper level of the forest is thick with plant life because the trees are covered with other plants. Most plants get nutrients from the ground through their roots. These plants in the upper level take their nu-



trients from the trees they live on and from the other plants that die there.

35 The animals need "streets" so they can move along the upper level without going down to the ground. They make paths along the branches of the trees. A researcher found a path that stretched for 18 meters in one tree. One kind of tiny ant makes a path only 3 millimeters wide.

40 Now humans are destroying the earth's tropical rain forests. About 80,000 square kilometers are being destroyed every year. About 1/4 of the destruction comes from people cutting down trees for fuel. Another quarter is destroyed when people cut down trees to make grassland for their cattle.

45 People cut down the rest of the trees so they can sell the wood or start farms. Cities all over the world are growing and want huge buildings. For example, the Japanese used 5000 trees from the Sarawak rain forest to build one tall building. If people continue to cut that many trees in the Sarawak forest, all the trees will be gone in 8 years.

50 The world needs more food, and it seems like a good idea to clear the rain forests and use the land for agriculture. Land that can support these huge, thick forests must be very rich in nutrients. But it isn't. This is another surprising thing about rain forests.

55 Most of the land in tropical rain forests is very poor. The plants are able to live because of all the dead leaves and other plant parts that fall to the ground. This carpet of dead plants provides nutrients for the living plants.

60 When the land is cleared for agriculture, there are no longer any plants left to die and provide nutrients for living plants. The cycle is broken. Agriculture is unsuccessful because the land cannot support it. Trees cannot grow again because the carpet of dead plants is gone. The land becomes empty and useless.

Is this important? What does it matter to a Japanese businessperson, a French farmer, or an Arab student that people are destroying rain forests thousands of kilometers away?

65 Do you ever take medicine? Do you wear running shoes? Do you use envelopes when you mail letters? Rain forests make these things possible.

70 Rain forests cover less than 6 percent of the earth's area, but they have 100,000 kinds of plants, probably half of all the kinds of plants on the earth. Three-fourths of all known kinds of plants and animals call the rain forest their home. Twenty percent of our different kinds of medicine

comes from rain forests. The glue on an envelope and in shoes comes from tropical plants. Rain forests provide materials for hundreds of other products.

Rain forests are also very important to the world's climate. The Amazon rain forest alone receives about 30 to 40 percent of the total rainfall on the earth and produces about the same percentage of the world's oxygen (O). Some scientists believe that the decreasing size of rain forests will affect the climate on the earth, making it uncomfortable or even dangerous for life. 75

Saving our rain forests is an international problem. One country, or even a few countries, cannot solve the problem alone. The nations of the world must work together to find a solution before it is too late. 80

(794 words)

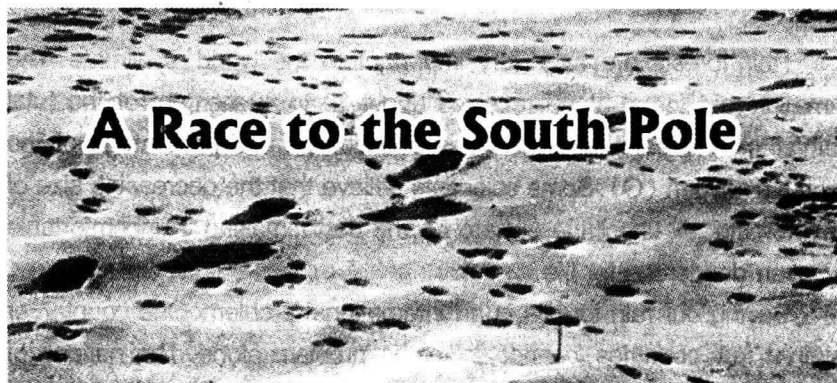
## New Words

- |   |  |
|---|--|
| 1. <b>tropical</b> /'trɒpɪkəl/ a. 热带的, 位于热带的, 用于热带的 | 7. <b>moisture</b> /'moɪstʃə/ n. 潮湿, 潮气, 湿气  |
| 2. <b>Amazon</b> /æ'mæzən/ n. 亚马逊河[拉丁美洲]            | 8. <b>earthworm</b> /'əθwɜ:m/ n. 蚯蚓          |
| 3. <b>region</b> /'rɪdʒən/ n. 地区, 地带                | 9. <b>nutrient</b> /'nju:trɪənt/ n. 营养品, 营养物 |
| 4. <b>Sarawak</b> /sə'rɔ:wək/ n. 沙捞越[马来西亚一地区]       | 10. <b>carpet</b> /'kɑ:pɪt/ n. 地毯, 似地毯一样的覆盖物 |
| 5. <b>bush</b> /buʃ/ n. 灌木, 灌木丛                     | 11. <b>cycle</b> /'saɪkl/ n. 周期, 循环          |
| 6. <b>humidity</b> /hju(:)'mɪdɪti/ n. 湿气, 湿度        | 12. <b>rainfall</b> /'reɪnfɔ:l/ n. (降)雨量     |
|   | 13. <b>oxygen</b> /'ɒksɪdʒən/ n. 氧气, 氧       |

## True or False Questions

1. Today you can find tropical rain forest in every continent.
2. There is more change in weather in the upper level of a rain forest than in the lower.
3. In the upper level, some plants support the life of other plants.
4. Most plants get nutrients through their branches.
5. People destroy about 20,000 square kilometers of tropical rain forests every year.
6. The land in tropical rain forests is very rich.





Roald Amundsen, a Norwegian, was the first person to reach the South Pole. Robert Scott, who was English, arrived at the South Pole a month after Amundsen and died on the return journey to his ship. Yet, strangely enough, Scott became a hero, but Amundsen did not.

- [5] Captain Robert Scott (1868 – 1912) was an officer in the English navy. He led an expedition to Antarctica in 1901 – 1904 for a British scientific organization called the Royal Geographical Society. His group traveled farther south than anyone else had ever done, and he gathered information on rocks, weather, and climate, and made maps. When he
- [10] returned to England, he was a national hero.

A few years later, he decided to organize another expedition. He said he wanted to make a complete scientific study of Antarctica, but he really wanted to be the first person at the South Pole. He took three doctors, several scientists, and other men with him.

- [15] They sailed on a ship named the *Terra Nova* in June 1910, but when they reached Australia, they learned that Amundsen was also on his way to the Pole.

- Amundsen and Scott were very different from each other and made very different plans. Amundsen planned everything very carefully. He
- [20] took sleds and dog teams as the great Arctic explorers did. Scott took ponies (small horses) and a few dogs, but he planned to have his men pull the sleds themselves for most of the trip. On other expeditions, as some dogs became weak, the men killed them for food for themselves and the other dogs. Amundsen did this too, and it helped him reach the
- [25] Pole, but later people called him “dog eater”. Scott would not eat dogs, and this was one reason he died on this expedition.

There were other differences between the two expeditions. Amundsen sailed 100 kilometers closer to the Pole than Scott did. Scott also

had the bad luck of having very bad weather—days of blizzards and strong winds. It was often  $-40^{\circ}\text{C}$  (minus 40 degrees Celsius).

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Scott and his men built a building near the ocean's edge as their base camp and spent the winter there. They used sleds and ponies to carry a ton of supplies farther inland to a place that they named the One Ton Depot. When spring came, a few of the men started ahead of the others with motorized sleds to leave supplies along the way. However, after only a few days, the sleds broke down and the men had to pull them.

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A few days later, Scott started for the South Pole with a few men. The whole journey was very difficult. Scott and his men either walked through deep snow or skied over ice and uneven ground. The climate was too difficult for the ponies, and they all died. There were frequent snowstorms. Sometimes the men couldn't leave their tents for several days because of blizzards.

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When Scott was 260 kilometers from the Pole, he sent all but four men back to the base camp. This was probably his most serious mistake. He had a tent big enough for 4 people and only enough food and fuel for 4, but now there were 5. Also, one man had left his skis behind with some of the supplies. He had to walk in the snow, and this slowed down the whole group.

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On January 17, 1912, Scott and his men reached the Pole, only to find a tent and the Norwegian flag. They were not the first people to reach the South Pole. They had lost the race.

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The next day, they started the 1300-kilometer journey back to their base camp, pulling their heavy sleds full of supplies. The trip back was worse than the trip on the way to the Pole. They became weak from hunger. At times the whiteness everywhere made them blind. Their fingers and toes began to freeze, and two of the men fell and injured themselves. They never had enough fuel to keep warm in their tent. They became exhausted, and it was more and more difficult to pull the sleds.

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Finally, one man died. Then another became so weak that he knew he was endangering the lives of the others. One night he left the tent and never returned. He walked out into the blizzard to die instead of holding back the other three.

Every day Scott described the terrible journey in his diary. On March 21, the three remaining men were only 20 kilometers from the One Ton Depot, but another blizzard kept them in their tent. On March 29, they were still unable to leave their tent. On that day, Scott wrote his

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