

吉林大学合校纪念版 college

中国大学英语 泛读教程

第一册

EXTENSIVE READING

1

English

for Chinese Students



吉林大学出版社

中国大学英语 泛读教程

China's English Reading Course

高等教育出版社

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English

Chinese Studies

总主编 孙怀庆 李书民 伊秀波

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孙怀庆 李书民 伊秀波
总主编

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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》第一册，供大学英语一级学生使用。

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 23581 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

Contents

Unit One

- Reading A** Planning a Schedule 1
- Reading B** Improving Your Reading Rate 3
- Reading C** Reading to Remember 7

Unit Two

- Reading A** Following the Rules 13
- Reading B** Higher Education in the USA 15
- Reading C** How to Take Tests 20

Unit Three

- Reading A** The Value of Education 25
- Reading B** My First Pay of School 27
- Reading C** Working for the Future 32

Unit Four

- Reading A** The Blues 37
- Reading B** The Ambitious Guest 39
- Reading C** Samuel F.B. Morse 44

Unit Five

- Reading A** Is It Love or Infatuation 50
- Reading B** The Last Night of the World 52
- Reading C** Tell the World 58

Unit Six

- Reading A** Loneliness 62
- Reading B** The Moccasin Goalie 64
- Reading C** Take the Sting Out of Criticism 69

Unit Seven

- Reading A** Traveling Light 75
Reading B The Seven Gifts 78
Reading C Oil and Water Don't Mix 82

Unit Eight

- Reading A** The Dawn of Tomorrow 88
Reading B The Fun They Had 91
Reading C The Day of Ahmed's Secret 96

Unit Nine

- Reading A** Being on Time 102
Reading B Ambush 104
Reading C The Importance of Just Being There 109

Unit Ten

- Reading A** Wildlife Activities 114
Reading B The White Stone Canoe 116
Reading C Going Buggy in the Trees 122

Key to Exercises 127

Glossary 137

Unit one

Reading A



To ~~achieve~~^{最大} maximum success with your time management, you should make a workable schedule. It is a waste of your valuable time and energy to plan a schedule that is not compatible with your lifestyle. Therefore, before planning a schedule, you should consider the following:

5

Set Goals

In order to make a workable schedule, you must get clearly in mind what you want to do, what you need to do, what you are capable of doing, and most importantly, what you are willing to do. If you are beginning college, your goal might be to graduate in four years with an A grade-point average. Or you might be satisfied to take longer and be happy with a C average. Serious students will set goals as high as they are capable of achieving. Be sure your goals are within reach, but remember that most people do their best when there is a challenge.

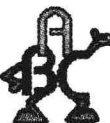
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Establish Priorities

15

It is not always easy to do what we should do instead of what we would like to do. When the weather is beautiful after days of rain, it is hard to remember that classes and study should come before an outing to the lake. Keep in mind that many "want to" and "should do" conflicts will arise, and you must decide which gets priority over the other. Most of these conflicts can be avoided by planning ahead and then

20



exercising self-discipline.

Be Realistic

It is not realistic to expect to pass in college and still be able to brag that you never opened a book. On the other hand, few people can

25 find the time or motivation to spend eight hours each day studying. When you make a schedule, be realistic in time allotments. For instance, don't allot two hours for a task that requires only thirty minutes. On the other hand, don't allow thirty minutes for a task that requires two hours.

30 You should also consider your home situation and your lifestyle. It is possible that your schedule is already fairly well determined, so you have little choice of time to study. If that is true in your situation, you will have to make the necessary adjustments. But if you are free to decide your schedule with few interferences, you should be careful in selecting appropriate time when you are most alert instead of trying to prove you can study any time. Another area that students often fail to consider is the study environment. Simply because your friend claims he can study effectively lounging on the bed with the stereo turned up does not guarantee that you will be able to manage this next-to-impossible feat. Realistically, it has been proven that a quiet, pleasant atmosphere is much more conducive to effective study.

You should analyze your work and home responsibilities to help determine how many courses you should attempt each semester. An already-full schedule does not mean that you should abandon your plans for college. If you are a very busy person who is already accomplishing many varied tasks each day, you probably are already a good planner. Therefore, you may need only to realistically examine your goals and priorities in order to succeed in college.

(533 words)

New Words

1. **maximum** /'mæksiməm/ *a.* 最大的,最高的
2. **workable** /'wɜ:kəbl/ *a.* 切实可行的
3. **schedule** /'fedʒurəl/ *n.* 计划(表)
4. **compatible** /kəm'pætəbl/ *a.* 适合的
5. **capable** /'keipəbl/ *a.* 有能力的
6. **graduate** /'grædʒueit/ *v.* 毕业
7. **grade-point average** 平均积分点
8. **challenge** /'tʃælindʒ/ *n.* 挑战
9. **establish** /is'tæblɪʃ/ *v.* 确立,使确认

10. **priority** /praɪ'ɔ:riti/ *n.* 优先权,优先考虑的事
11. **outing** /'aʊtɪŋ/ *n.* 出外度假
12. **conflict** /'kɒnflɪkt/ *n.* 冲突
13. **arise** /ə'reɪz/ *v.* 出现,发生
14. **self-discipline** /'self'dɪsɪplɪn/ *n.* 自律,自我约束
15. **realistic** /rɪə'lɪstɪk/ *a.* 现实的
16. **brag** /bræg/ *v.* 夸说
17. **motivation** /məʊti'veɪʃən/ *n.* 动机的形成,动力
18. **allotment** /ə'lɒtmənt/ *n.* 分配

19. **allot** /ə'lot/ *vt.* 分配
 20. **adjustment** /ə'dʒʌstmənt/ *n.* 调整
 21. **interference** /intə'fiərəns/ *n.* 打扰, 干扰
 22. **appropriate** /ə'prəʊpriət/ *a.* 适当的
 23. **environment** /in'vaɪənmənt/ *n.* 环境
 24. **claim** /kleɪm/ *vt.* 声称
 25. **effectively** /i'fektɪvli/ *ad.* 有效地
 26. **lounge** /laundʒ/ *vi.* (懒洋洋地)倚着, (懒散地)躺着
 27. **stereo** /'stiəriəu/ *n.* 立体声(装置)
 28. **guarantee** /gə'ren'ti/ *vt.* 保证
 29. **feat** /fi:t/ *n.* 本领, 技艺
 30. **atmosphere** /'ætəmsfɪə/ *n.* 气氛
 31. **conducive** /kən'dju:sɪv/ *a.* 有益于……的
 32. **responsibility** /rɪs,pɒnsə'bɪlɪti/ *n.* 责任, 义务
 33. **semester** /sɪ'mestə/ *n.* 学期
 34. **abandon** /ə'bændən/ *vt.* 放弃
 35. **accomplish** /ə'kɒmplɪʃ/ *vt.* 完成, 实现
 36. **varied** /'veəriəd/ *a.* 各种各样的

True or False Questions

1. A practicable timetable will most probably help you achieve the greatest possible success.
2. All college students work as hard as they can to be top ones with an A average.
3. If you are busy accomplishing many different tasks every day, you should abandon your plans for college.
4. Probably your schedule is already fairly well determined, so you should be careful in selecting appropriate time.
5. When you make a schedule, be sure not to allow two hours for a task that requires only thirty minutes, which is realistic.
6. You can plan ahead and exercise self-control to avoid many “want to” and “should do” conflicts.

Reading B



幸运的是, 阅读速度对于大多数人来说很容易提高。大多数人谁参加阅读改进课程, 发现他们可以极大地提高他们的阅读速度而没有任何负面影响 on comprehension. 事实上, 理解力 very often improves.

The amount of improvement you experience will depend on a [5]



因素 当前的技能 技能
number of factors. Your current level of skill, your school history, your reading vocabulary, and your general background will all play a part. However, the most important factor is your motivation. You have to be eager to improve and be willing to try new ways to read faster. And you need to practice what you learn in this book on other reading material.

Like most skills, reading about improving reading is not enough. You have to actually do the improving, practicing new, higher reading rates until they become easy for you. If you do practice enough at higher rates, you will soon find that you read faster without even having to think about it.

It is difficult to predict what any one person will do. However, we do have a great deal of evidence that, on an average, people more than double their rate of reading in working through a course like this. If they try especially hard they will do better. Some will improve much more than others. Typical results show rate increases of from 40 percent to over 300 percent.

Before actually starting improving your reading rate, you may read the following questions:

1) How shall I improve my reading rate?

One way of increasing your improvement is to set specific goals for each practice session. It has been shown that goal setting really helps by giving you something to aim for. Changing reading habits will be easier if you have small-step goals to reach, one at a time.

2) Can I make constant improvement?

The typical results of a course like this are somewhat irregular. A few people do show a regular pattern of constant rate increase. However, the more frequent problem is one in which the rate goes up unevenly. Sometimes no improvement will take place for a while, and then a big jump will occur. It seems that some people need to practice at a rate for a while before they can go on to the next step. Don't be discouraged if you don't always achieve the goals you set on each unit. Keep moving up your goals, and you will get there eventually.

3) What are the lasting effects of reading-rate improvement?

The long - term effects of efforts to improve reading rate vary a lot from person to person. They depend on whether or not you continue to practice the skills learned as you improve. Studies of long-term results show a great deal of variation, but the average person will maintain between 60 and 100 percent of the gains made. Some people who keep working at it will never stop improving.

4) Could I be too old to improve?

No. Often the best results are obtained by people who are older. They have more experience, more opportunity to develop an adequate vocabulary, and then they are mature enough to make the commitment that it takes to put a serious effort into improving.

5) Can I learn to read 20,000 words per minute?

50

Not if you mean "read" as most readers use the term. It is possible using techniques that most people call skimming or scanning, to cover material at almost any speed. However, comprehension will be limited to what can be obtained by seeing only part of the material.

Even though astronomical rates aren't possible with complete comprehension, there is still a great deal of room for valuable rate improvement. The typical reader, perhaps reading 200 or 250 words per minute on easy material, can probably at least double reading speed.

That would mean a saving of half the time spent reading. Over a period of years, hundreds of hours of reading and study time would be saved.

(663 words)

New Words

1. **rate** /reit/ *n.* 速度
2. **negative** /'negativ/ *a.* 消极的,反面的,负的
3. **comprehension** /,kɒmpri'hensən/ *n.* 理解(力)
4. **factor** /'fæktə/ *n.* 因素
5. **current** /'kʌrənt/ *a.* 当前的
6. **vocabulary** /və'kæbjʊləri/ *n.* 词汇,词汇量
7. **predict** /pri'dikt/ *v.* 预测
8. **evidence** /'evidəns/ *n.* 证据,根据
9. **typical** /'tipikəl/ *a.* 典型的,有代表性的
10. **specific** /spi'sifik/ *a.* 明确的,具体的
11. **session** /'seʃən/ *n.* (从事某项活动的)一段时间
12. **constant** /'kɒnstənt/ *a.* 不断的
13. **somewhat** /'sʌmwaʊt/ *ad.* 稍微,有点
14. **irregular** /i'regjʊlə/ *a.* 无规律的
15. **unevenly** /'ʌn'i:vənli/ *ad.* 不稳定地,不规则地
16. **discourage** /dis'kʌrɪdʒ/ *vt.* 使泄气,使灰心
17. **eventually** /i'ventʃuəli/ *ad.* 终了,最后
18. **long-term** /'lɒŋ'tɜ:m/ *a.* 长期的
19. **lasting** /'lɑ:stɪŋ/ *a.* 持久的
20. **vary** /'veəri/ *vi.* 变化,有不同
21. **variation** /,veəri'eɪʃən/ *n.* 变化
22. **maintain** /meɪn'teɪn/ *vt.* 保持,维持
23. **adequate** /'ædɪkwɪt/ *a.* 充足的,足够的
24. **mature** /mə'tʃʊə/ *a.* 成熟的
25. **commitment** /kə'mɪtmənt/ *n.* 承诺,保证
26. **skimming** /'skɪmɪŋ/ *n.* 浏览,略读
27. **scanning** /'skænɪŋ/ *n.* 浏览
28. **limited** /'lɪmɪtɪd/ *a.* 有限的
29. **astronomical** /,æstrə'nɒmɪkəl/ *a.* 极巨大的

Useful Phrases and Expressions

1. will depend on a number of factors (Lines 5-6) 将取决于许多因素
2. will all play a part (Line 7) 都将起到一定的作用
4. show rate increases of from 40 percent to over 300 percent (Lines 20-21)

表明阅读速度提高了百分之四十至百分之三百

5. set specific goals (Line 25) 确立明确的目标
6. achieve the goals (Line 36) 达到目标