

李燕姝 王素云 编著

(修订版)

# 大学高级英语 阅读

学生用书 (上)

*Advanced  
College Reading*

北京语言文化大学出版社

学生用书

ADVANCED COLLEGE READING  
大学高级英语阅读

(修订版)

上册

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北京语言文化大学出版社

(京)新登字 157 号

图书在版编目 (CIP) 数据

大学高级英语阅读(修订版)学生用书.上册/李燕姝,王素云编著.

—北京:北京语言文化大学出版社,2000

ISBN 7-5619-0323-5

I. 大…

I. ①李… ②王…

Ⅲ. 英语—阅读教学—高等学校—自学参考资料

IV. H319.4

中国版本图书馆 CIP 数据核字(2000)第 35659 号

责任印制:乔学军

出版发行:北京语言文化大学出版社

(北京海淀区学院路 15 号 邮政编码:100083)

印刷:北京北商印刷厂

经销:全国新华书店

版次:2000 年 8 月第 2 版 2000 年 8 月第 2 次印刷

开本:787 毫米×1092 毫米 1/16 印张:13

字数:278 千字 印数:0001—3500

书号:ISBN 7-5619-0323-5/H·0058

定价:20.00 元

## 致 谢

首先,我们要感谢英国作家、曾两度以专家身份来中国任教的平伶·麦尔女士 (VALERIE G. MYER)。她抽出许多宝贵时间,对《大学高级英语阅读》两册学生用书提出了一些宝贵意见和建议。我们还要感谢北京语言文化大学有关各级领导,是他们的不断关心、询问和鼓励,使我们又最终完成了这套教材修订版的编写工作。北京外国语大学熊德轭教授为本教材写了序,对此,我们表示感谢。《大学高级英语阅读》第一版学生用书上册的另一位编者姜惠民所编的几篇课文,有的仍然保留,对他的贡献,我们也表示感谢。

编者

1999年7月

## PREFACE

*Advanced College Reading* is a welcome new addition to the English textbooks for Chinese students of English in the advanced stage. The need for a new textbook is beginning to be keenly felt as the existing textbooks of this kind are mostly works of the early 1980s and some are even of much earlier date than that. The passage of time and the changed conditions, the accumulated new experiences in teaching all call for a new textbook to meet the needs of students of the 90s. The compilers of *Advanced College Reading* were keenly aware of the challenge they faced when they set about their task and they are to be congratulated for producing the present two-volume textbook which should fill the gap before it becomes too wide.

The texts chosen are mostly up-to-date articles covering a wide range of subjects, but classical pieces are not neglected and enjoy a proportionate place in the book. The exercises are varied in form, and the paraphrasing and explanation exercises place a very high demand on both the teachers and students, but they are nevertheless the best way to check the students' comprehension and to raise their communicative skill. The proof of the pudding is in the eating. Both the students and the teachers will certainly give their just appraisal of the book once they start using it, so there is no need for me to say anything more except to wish it the best of luck.

熊德轭

Xiong Deni

August 1993, Beijing

## 修订版前言

《大学高级英语阅读》(*Advanced College Reading*)第一版于1994年9月出版到今天,已有五个年头。五年来,这套教材为英语本科高年级的学生和其他使用者的英语学习做出了它的应有的贡献,并得到学生和教师的好评和充分肯定。再好的教材,也是需要不断更新才能赶上时代的步伐,以满足不同年代学生的不同特点、水平和要求。如果说第一版的编写是着眼于九十年代的大学生,为当时的英语本科三年级或四年级的精读或阅读课程而编写的教材,那么修订版则面向跨世纪的学生,是一部21世纪的教材。

与第一版相比,《大学高级英语阅读》修订版又有哪些新的内容呢?

首先,我们对第一版内容已过时或不宜的课文进行了更换。其次,我们对每课书后的练习进行了扩充:在 Vocabulary building 内,我们增加了一项新的词汇或词组练习,内容主要涉及中国学生容易混淆的同义词、反义词或其他词语的辨义;Advanced grammar practice 分成 A、B 两个部分,A 部分是原来的内容,B 部分是新增加的,其内容也是多种多样,但都是针对中国学生在各类测试中常犯的语法错误而设计的练习。我们相信,学生从课文获得多种收益的同时,也会从课后的多项练习进一步巩固和扩大他们的语言知识。

《大学高级英语阅读》修订版全套教材仍分《学生用书》和《教师用书》,各上下两册,每册包括16篇课文。英语本科高年级学生和具有中级以上英语水平的自学者,都可以使用这套教材作为精读或阅读课本。教师可根据课文的长度和难度,每课书可用4~6课时,进行讲授和做练习。上下两册可供精读课程一学年使用。

为了使高年级英语教材达到更高的水平,无论是原版还是修订版,我们都在选材上和练习设计上做了一些新的尝试。在选材上,我们首先确保所选文章应是经得起时间考验的佳品,即有一定语言和文学价值的英文原著。内容力求有较强的知识性、趣味性和可读性。事实上,本教材中有相当数量的文章,或者是获奖作品,或者是多次被纳入各类文集的作品,或者是在英美国家较为流行、为读者所喜爱的作品节选。

本教材的另外两大特点是文章的多样性和现代性。多样性表现在三个方面:一是题材(subject matter)的多样性——所选文章内容涉及多方面的领域:文学、语言学、社会、经济、政治、科技等,从而使学生通过接触题材广泛的英语文章既能学习语言又能了解世界知识;二是体裁(modes of discourses)的多样性——记叙文、描述文、说明文和议论文四大文体都有例文入选,但说明文又占总篇幅的70%左右,以符合阅读教材以说明文为主的国际上外语教学的通用做法;三是语域(registers)的多样性——既有极其正式书面体的文章,也有异常口语化乃至俚语化的文章。这些多样性其目的是让学生能全面地了解和学习真实而丰富多彩的语言。文章主要是英美作家的作品,我们也考虑和选入了其他英语国家的作家的作品。

关于现代性,我们的宗旨是让今天的学生学习今日英语。当然为了使教材有一种历史感和延续性,也为了让学生了解和尝试阅读经典作品,我们选了几篇经典作家的名作。但重点是现代和当代作品,即七十年代以后的作品。

与过去同类教材相比,《大学高级英语阅读》的课文更长,难度也有增加。随着英语在中国的普及与提高,今天的大学生英语的起点也在提高。作为高年级本科生,要想进一步提高阅读理解能力和欣赏原著水平,他们的精读课文必须要有足够的量和难度。在某种意义上,“拔高才能成长”。

课后练习形式多样、内容丰富,如 Vocabulary building, Explain or paraphrase sentences, True or false, Multiple choice, Questions for discussion, Suggested topics for writing, Advanced grammar practice 等。设计这些练习的目的是为了检查学生对课文的理解和熟悉程度、巩固学习成果,同时进一步提高学生的听、说、写、译的能力,以及扩大他们的语言知识。我们希望学生在教师的指导下,或口头或书面尽量多地做一些课后练习。

愿《大学高级英语阅读》这套教材的修订版能受到更多的学生和教师的欢迎和喜爱,并成为他们学习和事业上的良师益友。

编者

1999年7月

## INTRODUCTION

This set of two-volume textbooks is designed for advanced students who major in English. Presumably the two volumes will fill up one academic year for Intensive (analytical) Reading Courses. The books are also suitable for other English learners who have completed intermediate and postintermediate English studies.

In the course of composing and revising *Advanced College Reading*, great care was taken to make sure that all the articles selected are of high linguistic and literary value and quality. They should not only be worth reading and learning, but also informative and interesting. Many of the texts are either excerpts from very popular works, or much anthologized works or prize winners. Apart from this main consideration of article selection, emphasis was also given to two things—diversity and modernity of the materials.

To achieve diversity, we made the following endeavors: first, the articles should cover a wide range of subject matter: literary, linguistic, economic, political, sociological, scientific, etc.; second, articles are written in different modes of discourse: narration, exposition, description and argumentation, all of which have their sample texts, and in terms of register, from very rhetorical and formal writings to extremely informal and colloquial ones; thirdly, all of those articles are written by different reputable authors from major English-speaking countries. The purpose of this diversity is to expose Chinese students to various kinds of writings—good and authentic writings—which is essential in enhancing students' ability to read and appreciate at a much higher level.

As for modernity, our chief consideration was to teach today's students today's English. Therefore, most of the articles selected are modern or contemporary writings, and some of them are as up-to-date as 1990s' writings. In order to give the whole selection a somewhat historical dimension, and in order to let students get an inkling of reading classics, we allotted a small proportion of texts belonging to classic works. All of the passages are in the original. We have kept not only the original language, but also, except for a few excerpts, the original length.

Beside the main text, we have also provided, whenever necessary and whenever possible, related materials for students' supplementary reading. Each teacher is at



liberty to handle these additional materials in a way appropriate to the actual condition of his or her students. Lessons are arranged in degree of difficulty. Compared with other textbooks of similar nature, which have been in wide use in China, articles in *Advanced College Reading* are longer and more sophisticated, for we thought that students may benefit more and may get greater motivation if they are given more challenging texts, both qualitatively and quantitatively.

Intensive Reading Course, or analytical reading course, is an integrated program aimed at offering students an all-round training in the four basic skills, namely, understanding, speaking, listening and writing. To reap desirable results from this course, students are expected and advised to do good preview and revision work, to render regular attendance and attention in classes, to take an active part in class discussion and to write a satisfactory home assignment after each lesson. The exercises after each lesson are designed with the purpose to improve and enhance students' four skills.

With a few variations catering to the special features of certain texts, the exercise format is commonly the following:

1. Vocabulary building. It is to help students build up their English vocabulary and develop the spirit of independent work.

2. Explaining phrases or idioms. As is well understood in learning a foreign language, it is far from enough to acquire a certain number of individual words; it is equally important to know and be able to use numerous phrases and idioms—the assigning of a new meaning to a group of words which already have their own meaning. Idioms constitute the core of a living language, especially English, which is such a heavily idiomatic language. We therefore encourage students to grasp as many phrases and idioms as possible along with their vocabulary building in the course of learning.

3. Paraphrase or explaining sentences. It is an effective device and method of long standing. The purpose of this exercise is two-fold: to check students comprehension of a text and to test their communicative skill. With repeated and regular practice of this kind, students will be trained to think in English and to manipulate their English more freely and flexibly.

4. Pointing out whether the given statements are true or false. It is to see how much and how well students have grasped a lesson. It is also a training in expressing oneself in clear and convincing English.

5. Multiple choice. Questions in multiple choice are either for factual memorization or for further testing of comprehension. They are designed to get students to discuss orally why a particular choice is the right answer.

6. Questions for discussion. They include both questions on content and questions toward understanding. It is strongly advised that enough time and attention be given to those questions for oral discussion either in pairs or in class.

7. Suggested topics for writing. It is offered for teachers' reference in assigning written homework for students. Needless to say, students should always be given one writing assignment after each lesson.

8. Advanced grammar practice. Sentences in the advanced grammar practice have nothing to do with the content of the lesson. It is an independent exercise item to serve a special purpose. It is generally agreed by English teachers that even for advanced learners who have presumably completed the courses of English grammar, it is still more than necessary to consolidate and develop what they have already learned about this language, and to bring their knowledge onto a higher level. Students may be familiar with the features of the language and yet need to reexamine and practice them in greater depth through the medium of unsimplified examples mostly coming from real sources. A variety of practice material is provided; but for each lesson, the practice is usually concentrated on one particular aspect of English grammar.

### **Some suggestions for students**

For advanced reading, comprehension poses the biggest difficulty. Here you will suddenly find yourself thrust into the world of ideas, where the biggest barrier is, very often, not the language but mental maturity. An advanced course necessarily presupposes a certain degree of mental maturity and a fairly wide range of general knowledge. At the same time, along with the growth of your linguistic knowledge, your horizon will be widened, your knowledge of other things enlarged and your mental maturity will be naturally further obtained.

As for studying the texts themselves, there are several levels of reading and comprehension. **Reading the lines** is a simple, uncritical procedure. The reader knows what the author says but may not know what he means. **Reading between the lines** involves active thinking and drawing references and catching the overtones. **Reading beyond the lines** is to read with vigorous critical judgement, evaluate the article and apply what is read to your life and work. For Intensive Reading Course,

students should cultivate themselves and reach the second stage, that is, they should not only understand a text but grasp the author's overtone between the lines.

To understand well, to a large extent, is to be able to determine the meaning of words. Students' need to learn new words and new concepts of old words is a never-ending one. To help build up the vocabulary, the first and foremost step in language learning, some good college dictionaries are always a must. Of course, we do not object to students using a bilingual dictionary when necessary; we do, however, advise students to use more often English-English dictionaries, at least, one compiled in Britain and one in the USA. There are many good college English dictionaries. Here are some of our recommendations:

1. *Oxford Advanced Learner's Dictionary of Current English*  
(Oxford University Press, Britain)
2. *Longman Dictionary of Contemporary English*  
(Longman Group Limited, Britain)
3. *Webster's Ninth New Collegiate Dictionary*  
(World Publishing Company, USA)
4. *The American Heritage Dictionary of the English Language*  
(American Heritage Publishing Company, USA)
5. *The Random House Dictionary of the English Language*  
(Random House, Inc. , USA)

Another way of improving your command of vocabulary is to develop the ability of determining the meaning of a word from its context. For most of the words do not have actual meaning until they are used in context. Take the word *fast*. One cannot tell its meaning, and indeed, even its part of speech by just looking at it. But put the word in a definite context, and the meaning of it leaps out:

He can run very *fast*.

This material has *fast* color.

Her friends lead a *fast* life.

I *fast* at Lent.

The girl held *fast* to the pillar.

Still another way of coping with new vocabulary is to sharpen the awareness of word-building, especially concerning important word roots and common prefixes and suffixes. Such knowledge will greatly help you work out the meaning of many words.

Although vocabulary is basic to the understanding of what is read, full comprehension goes beyond mere knowledge of individual words. There are more things students are expected, under the guidance of the teacher, to develop in the courses of classes, such as ability to deal with figurative language, ability to distinguish different writing styles and their respective features, ability to determine the author's main ideas, ability to paraphrase difficult and complex sentences, ability to draw inferences and conclusions so as to see implications of a sentence, a paragraph or a whole passage, etc. All these things are inseparable components of and testimonies to good understanding, without which other tasks of the lesson cannot be carried out smoothly and successfully. And a good cooperation between the teacher and students is also important to the successful fulfilment of those tasks.

We have worked hard to put this set of textbooks together, which are expected to help students grow and learn. It is our sincere hope that *Advanced College Reading* will prove to be appropriate to the experience, interests and needs of Chinese students of English and other English learners. We wish all the users success and good luck.

李燕姝

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# 1

## A WORLD AWAKENS

History shows that societies pollute  
first and pay later. Will the new  
awareness change our ways before it's too late?

Eugene Linden

With her haunting 1962 book *Silent Spring*, Rachel Carson launched the great modern pulse of environmental awareness. She alarmed societies the world over by warning that DDT and other dangerous pesticides would kill off songbirds and threaten the health of millions of people.

1. Through the 1960s, concern increased as the legacy of the unconstrained development made itself felt in urban smog, fouled waters and denuded lands throughout the industrial world. Behind the Iron Curtain, heedless pollution cursed generations of Russians and East Europeans with premature mortality. In the U.S. the late Robert Kennedy once looked at the stew of sewage and refuse floating by in the Hudson River and remarked, 'My God, if you fall into that, you won't drown, you'll rot!' In June of 1969 the Cuyahoga River near Cleveland, Ohio, caught fire, and the absurd image of a burning river brought home to the American people that something was seriously wrong with business as usual.

2. The seemingly endless litany of environmental woes left both scientists and ordinary citizens worrying that the end was near. In 1968 Cornell ecologist Lamont Cole speculated that the everincreasing combustion of fossil fuels would catastrophically lower oxygen levels in the atmosphere. Biologist Paul Ehrlich forecast that smog would kill tens of thousands in the U.S., that massive famines would sweep India and that by 1979 the oceans would succumb to the cumulative insults of toxic runoff and overfishing. A TIME essay in 1968 warned: 'At this hour, man's only choice is to live in harmony with nature, not conquer it.'

3. None of the catastrophes described above unfolded as predicted. Much of the developed world banned DDT, though countries like China that continued to use the compound did

suffer the silent spring Carson foresaw. The burning of fossil fuels has not depleted oxygen in the atmosphere, but the vast release of heat-trapping gases has raised the specter of climate chaos. The so-called Green Revolution averted the famines Ehrlich predicted, but India has nearly doubled its population since 1972 and faces the future with vastly diminished forests, less arable land and hundreds of millions of people still living in abject poverty.

4. Today the pulse of environmental awareness surges around the globe, but its progress is ponderous. Environment is relatively new to the pantheon of policy issues, and governments are still confused about how ecology relates to issues of trade, security, economic development and other traditional matters of state. Moreover, making nations pay attention to environment has been like trying to get kids to eat spinach. This is because the benefits of environmental degradation are usually as obvious as cold cash. The costs, on the other hand, are often camouflaged, spread through society and left for future generations to worry about.

5. The typical rhythm of environmental degradation has been a period of rampant exploitation of natural resources followed by growing awareness of the consequences and, finally, belated efforts to halt the decline. John Perlin, author of *A Forest Journey*, notes that 4,000 years ago the Babylonian ruler Hammurabi instituted the death penalty for illegal tree-cutting after wood shortages became so acute that people would take doors with them when they moved. The record of history also makes clear that action often comes too late. By the time Hammurabi took his stern stance, deforestation was already destroying vital agricultural watersheds and depriving Babylon of wood needed for chariots and ships.

6. Defying the usual pattern, the tropical island of Mauritius paid early heed two centuries ago to distress signals from nature. According to environmental historian Richard Grove of Cambridge University, French settlers became alarmed as the cutting of ebony forests caused erosion and contributed to the extinction of the dodo. By 1800 the colony had enacted environmental rules, and today Mauritius has both forests and a sound economy.

7. History will have to judge whether the world is now following the path of Mauritius or Babylon. At least there are signs of action. In the 1970s a new strain of populist environmental activist began to usurp the clubby gentlemen who had previously led the movement, changing priorities from protecting wildlands to a more health-oriented agenda of clean air and water. Litigious American groups like the Environmental Defense Fund made certain that the laws were enforced, while Green parties sprang up throughout Europe. Today the Hudson River is relatively clean, and New York harbor has been so rejuvenated that wood-boring worms, long checked by pollution, thrive again in Gotham's remaining wooden piers.

8. In keeping with historical tradition, the poorer nations repeated the mistakes of their industrialized neighbors even as the rich countries were changing their ways. From Mexico to China, megacities in emerging nations recreated the Stygian pall of air pollution and the stinking waterways that the industrial world was busily trying to clean up, offering the excuse

that a clean environment was a luxury for the rich.

9. Now there is reason to believe that both rich and poor nations are trying to break the ancient custom of pollute first, pay later. For one thing, the stakes have changed. At some point in this century, humanity itself became a geophysical force, able to affect the fundamental systems that run the planet. Educated people have long known that nuclear weapons have the potential to wipe out most life on land. In recent decades it has become clear that humanity could accomplish this same horrific feat inadvertently in the ordinary course of economic development.

10. No recent issue has more piquantly illustrated this danger than the discovery that seemingly innocuous chemical compounds called chlorofluorocarbons are silently destroying the vital ozone layer that protects life on earth from excessive ultraviolet radiation. The finding stunned the public because it shows that something as inconsequential as the casual dumping of refrigerator coolants can unleash forces capable of blowing a continent-size hole in the upper atmosphere. Ever since, people have had to wonder whether other disasters are incubating as the unwitting result of the thousands of new compounds introduced each year.

11. Another crucial shift in thinking came courtesy of space programs. Earthbound mortals now have a new perspective from which to interpret their obligations to the biosphere. It would be hard to overestimate the importance of the transcendent experience of being able to see the earth for what it is—a beautiful, shimmering, vulnerable vessel of life in the dead void of space. In practical terms the view from space enables scientists to see earth as an entire system. Images of vast planetary circulatory patterns that rule the atmosphere and oceans gave a push to the notion that earth itself functions like an organism—an idea dubbed the Gaia hypothesis by the British thinker James Lovelock—and that we tamper with it at our peril.

12. Lofty images of the home planet, a growing awareness of our power to undermine vital systems and concern about pollution and endangered wildlands have combined to make safeguarding natural resources a broadly shared value. In the U. S. , voters have consistently supported paying the 2% or so of gross domestic product that is devoted to protecting the environment. That mystifies classical economists, who see such expenditures as a drag on consumption, and therefore on a society's well-being. What more and more people are telling economists and politicians is that they realize their well-being is something more than mere consumption and that it is connected to the health of the land, water and skies.

13. This value surfaces in ways that would be dumbfounding to some environmentally oriented Austin Powers who suddenly awoke after being frozen for 30 years. He would encounter poor peasants in the Amazon who want to work with the rain forest rather than cut it. He would note the emergence of a permanent environmental establishment, true believers who have in some respects assumed the role of clerics as the arbiters of appropriate behavior, holding to account consumers, corporations and even governments when their activities threaten Mother Earth.



14. Such changes notwithstanding, the overall decline of the biosphere goes on. It is questionable whether governments have the political will to deal with ecological problems in a world twice as crowded as it was when the current pulse of environmental awareness began. Still, the movement of environment toward the top of the agenda continues—if only because the mounting pressure on earth's life-support systems will not let the international community's attention wander for long. And when it does, an increasingly aroused public is there to stiffen the politicians' resolve.

## Notes

1. Rachel Louise Carson (1907–1964): American writer and marine biologist. Her well-known books on sea life — *Under the Sea Wind* (1954), *The Sea Around Us* (1951), and *The Age of the Sea* (1954) — combine keen scientific observation with poetic description. Her *Silent Spring* (1962) is a provocative study of the danger involved in the use of insecticides.
2. the Iron Curtain: A derogative term used by Western countries to refer to the former USSR and other former socialist countries in East Europe after the Second World War.
3. the Green Revolution: Popular term referring to the tremendous increase in cereal-grain production in certain underdeveloped areas, especially in India, Pakistan, and the Philippines in the late 1960's, through the cultivation of hybrid strains by new techniques.
4. Stygian: Of or pertaining to the river Styx, a river in Greek mythology, across which Charon, a ferryman, ferried the souls of the dead to Hades, the nether-world kingdom.

## Exercises

### 1. Vocabulary building

A. Define or explain words as they appear in the context of the text.

(1) Through the 1960s, concern increased as the legacy of the unconstrained development made itself felt in urban smog, fouled waters and denuded lands throughout the industrial world. (para 1)

legacy—

(2) cursed (para 1)

(3) stew (para 1)

(4) litany (para 2)

(5) insult (para 2)

(6) pulse (para 4)

(7) pantheon (para 4)

(8) distress (para 6)

(9) stake (para 9)

(10) unleash (para 10)

(11) incubate (para 10)

B. Most good speller use associational clues to help them spell troublesome words — that is, they associate the spelling of the word with something they can easily remember. Following is a list of particular troublesome words with associational clues to help you remember how to spell them.

amateur — Think of *a mate u r*.