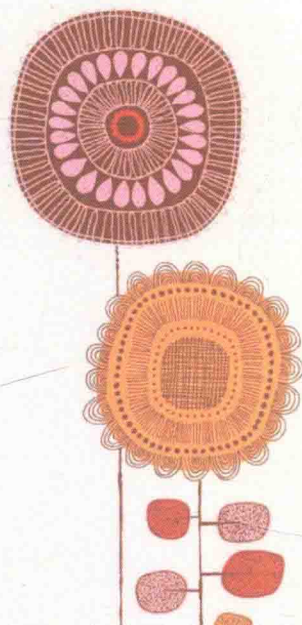


Supplementary Reading of
College English

大学英语 补充阅读

朱丹 赵璐 主编



Supplementary Reading of College English

大学英语补充阅读

主 编 朱 丹 赵 璐

副主编 李琳琳 李园园 宋玉萍

河南大学出版社

· 郑州 ·

图书在版编目(CIP)数据

大学英语补充阅读/朱丹,赵璐主编. —郑州:河南大学出版社,2015.8

ISBN 978-7-5649-2158-3

I. ①大… II. ①朱…②赵… III. ①英语—阅读教学—高等学校—教材
IV. ①H319.4

中国版本图书馆 CIP 数据核字(2015)第 214315 号

责任编辑 林方丽

责任校对 陈 冲

封面设计 马 龙

出 版 河南大学出版社

地址:郑州市郑东新区商务外环中华大厦 2401 号 邮编:450046

电话:0371-86059712(高等教育与职业教育出版分社)

0371-86059701(营销部)

网址:www.hupress.com


排 版 郑州市今日文教印制有限公司

印 刷 虎彩印艺股份有限公司

版 次 2017 年 6 月第 1 版

开 本 787mm × 1092mm 1/16

字 数 323 千字

印 2017 年 6 月第 1 次印刷
印 14.75
定 价 14.75 元


(本书如有印装质量问题,请与河南大学出版社营销部联系调换)

前 言

《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高其综合文化素养,以适应我国社会发展和国际交流的需要”,并对大学英语教学提出了分层次(即“一般要求”“较高要求”和“更高要求”)和分类指导的要求。阅读是学习语言的一项基本功,也是语言学习的目的之一。阅读理解能力的高低直接反映学生英语学习的水平,这就必然要求在大学英语教学中对学生加强阅读技能的培养。

本书根据《大学英语课程教学要求》编写而成,选择的绝大部分文章源于互联网或国内出版的各种报刊杂志,其选材新颖、题材广泛、体裁多样、信息量大,包括教育、社会、文化生活常识、科普常识等多方面内容,特别注重对学生语言综合应用能力的培养。

阅读理解能力的提高需要学生掌握丰富的词汇、固定短语并要求其具有实际应用能力及综合应用能力。单词量和语法是所有语言阅读的基础,这就需要学生熟悉大纲所规定的词汇量,然后熟悉和掌握其中大量的同义词和反义词,牢固掌握多重复合句、被动句、插入成分、省略句、倒装句等,并熟练运用它们,在遇到长句和疑难句时能够借助语法分析来理解其意义。同时英语国家的文化背景知识也是培养阅读能力的重要基础。大学作为英语教学的高级阶段,应当培养学生主动学习、吸收相关的文化背景知识和专业英语知识。这样,学生在阅读过程中就不是被动获取材料中的信息,而是运用已经具备的背景知识,根据上下文去预测和理解。因此,大学生在课堂上的阅读量已不能满足他们的阅读需求,他们必须通过大量的阅读才能提高自己的阅读能力。

在本书中,编者精选了40篇英语美文,对文中重要词汇进行了注解,并给出相应的例句帮助学生更好地掌握词汇。每篇文章都配有参考译文,可以帮助学生理解文章内容。阅读学习是一项终身的活动,学生的词汇知识、理解能力、阅读速度、专业阅读技能以及阅读兴趣和习惯,都是在不断的学习和实践过程中得以完善和提高的,因此学生应进行有计划、有目的、大量的阅读实践。只有在大量阅读中,才能建立语感,掌握正确的阅读方法,提高阅读技能,定期进行阅读效果总结。实践证明,只有通过大量的阅读才能提高阅读能力。根据大纲要求,学生要达到大学英语四级水平,需读完大约11到13万单词量的材料,只有通过广泛的阅读,才有可能实现阅读能力从量变到质变的飞跃。本书作为学生课外阅读的补充材料,对于提高理解力是大有益处的。

本书由沈阳建筑大学朱丹、河南教育学院赵璐担任主编,由沈阳建筑大学李琳琳、宋玉萍和河南中医学院李园园担任副主编。本书具体编写分工如下:passage 1 to passage 10 由朱丹编写,passage 11 to passage 19 由赵璐编写,passage 20 to passage 26 由李琳琳编写,passage 27 to passage 33 由李园园编写,passage 34 to passage 40 由宋玉萍编写。全书最后由朱丹统稿。

在本书编写过程中,得到了广大兄弟院校英语教师及河南大学出版社领导和编辑的支持和帮助,编者在此表示最诚挚的谢意!并恳请使用本教材的广大读者及同仁多多提出宝贵意见,以便再版时得以更正、改进和完善!

编者

2015 年 5 月

目 录

Passage 1	Our Education, Our Future	(1)
Passage 2	The Fringe Benefits of Failure	(8)
Passage 3	We Are What We Choose	(15)
Passage 4	Stay Hungry, Stay Foolish	(24)
Passage 5	Happiness Is a Journey	(29)
Passage 6	Some Meanings of Authentic Love	(33)
Passage 7	We Are Happiest When... ..	(38)
Passage 8	Simple Life, You Can Choose	(42)
Passage 9	Don't Bet on a Renminbi Depreciation	(46)
Passage 10	What Is a Friend	(52)
Passage 11	A Dream Comes True	(57)
Passage 12	Karl Malone's Stat Road	(61)
Passage 13	Hayao Miyazaki Really Wants to Retire?	(66)
Passage 14	Choosing a Career over Love	(73)
Passage 15	Who You Really Are	(78)
Passage 16	Best Friend	(83)
Passage 17	You Are My Joy	(88)
Passage 18	Love Without Words	(94)
Passage 19	An Essay, Was Admitted to Harvard	(100)
Passage 20	Today I Will Be Master of My Emotions	(105)
Passage 21	No Secret to My Success	(112)
Passage 22	The Pioneer in Cardiac Medicine Field — Albert Starr	(118)
Passage 23	What Is Your Success?	(124)
Passage 24	Bill Gates' Speech in Stanford University	(130)
Passage 25	I Will Persist until I Succeed	(137)
Passage 26	No Arms, No Legs, No Worries!	(143)
Passage 27	TED Speech Talent 7 Suggestions	(150)
Passage 28	Don't Work for Money	(156)

Passage 29	Obama's Speech	(161)
Passage 30	Underwater Astonishments	(168)
Passage 31	See China in the Light of Her Development	(173)
Passage 32	What Is Love Supposed to Be?	(181)
Passage 33	Alibaba: A Glamorous Empire in Entertainment	(187)
Passage 34	The Mysterious Recluse	(191)
Passage 35	Will Oil Be the Kiss of Death for Recovery?	(196)
Passage 36	Blood, Toil, Sweat and Tears	(203)
Passage 37	Is the American Century Over?	(208)
Passage 38	Left Behind the Time	(213)
Passage 39	The Colors of Friendship	(219)
Passage 40	College on the Hill May Not Matter	(224)

Passage 1

Our Education, Our Future

导读

本文节选自奥巴马为美国学生们作的开学演讲。在演讲中,奥巴马回顾了自己的青少年时代,讲述了求学过程中的迷惑和失误。他对美国的年轻一代说,没有什么会像教育一样影响人的一生。



When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning.

Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster."

So I know that some of you are still adjusting¹ to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.

Now, I've given a lot of speeches about education. And I've talked about responsibility a lot.

I've talked about teachers' responsibility for inspiring² students and pushing you to learn.

I've talked about your parents' responsibility for making sure you stay on track³, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox.

I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals⁴, and turning around schools that aren't working, where students aren't getting the opportunities that they deserve.

But at the end of the day, we can have the most dedicated teachers, the most supportive⁵ parents, the best schools in the world — and none of it will make a difference⁶, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed. That's what I want to focus on today: the responsibility each of you has for your education.

I want to start with the responsibility you have to yourself. Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

Maybe you could be a great writer — maybe even good enough to write a book or articles in a newspaper — but you might not know it until you write that English paper — that English class paper that's assigned⁷ to you. Maybe you could be an innovator or an inventor — maybe even good enough to come up with⁸ the next iPhone or the new medicine or vaccine — but you might not know it until you do your project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice — but you might not know that until you join student government or the debate team.

And no matter what you want to do with your life, I guarantee⁹ that you'll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to

be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You cannot drop out of school and just drop into a good job. You've got to train for it and work for it and learn for it.

And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.

You'll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You'll need the **insights**¹⁰ and critical-thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You'll need the creativity and **ingenuity**¹¹ you develop in all your classes to build new companies that will create new jobs and boost our economy.

We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don't do that — if you quit on school — you're not just quitting on yourself, you're quitting on your country.

Now, I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork.

I get it. I know what it's like. My father left my family when I was two years old, and I was raised by a single mom who had to work and who struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life. There were times when I was lonely and I felt like I didn't **fit in**¹².

So I wasn't always as focused as I should have been on school, and I did some things I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse.

But I was — I was lucky. I got a lot of second chances, and I had the opportunity to go to college and law school and follow my dreams. My wife, our First Lady Michelle Obama, she has a similar story. Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools in this country.

Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right.

But at the end of the day, the circumstances of your life — what you look like, where you come from, how much money you have, what you've got going on at home — none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. There is no excuse for not trying.

Where you are right now doesn't have to determine where you'll end up. No one's written your **destiny**¹³ for you, because here in America, you write your own destiny, you make your own future.

That's what young people like you are doing every day, all across America.

Note

1. **adjust** to change something slightly, especially to make it more correct, effective, or suitable 调整, 调节

As a teacher, you have to adjust your methods to suit the needs of slower children.

作为一名老师,你必须调整教学方法来适应那些学得较慢的孩子的需要。

2. **inspire** to make someone feel that they want to do something and can do it 激励, 鼓舞

His confident leadership inspired his followers.

他那自信的领导风采激励了他的追随者。

3. **on track** making progress and likely to succeed 有望成功;在正轨上

They're on track to make record profits. 他们有望获得创纪录的利润。

4. **principal** teacher who is in charge of a school 校长

5. **supportive** showing agreement and giving encouragement 支持的;鼓励的;拥护的

Children with supportive parents often do better at school than those without.

常受到父母鼓励的孩子在学校的表现往往比那些得不到父母鼓励的孩子要好。

6. **make a difference** to have an effect on somebody / something 有影响;起(重要)作用

But I do know what factors will make a difference.

但是我知道什么因素可以起作用。

7. **assign** to give a particular job or piece of work to someone 分配;分派;指派

The case has been assigned to our most senior officer.

这个案件已经指派给我们最高级别的警官来处理。

8. **come up with** to suggest or think of an idea or plan 想出,提出(主意或计划)

She's come up with an amazing scheme to double her income.

她想出一个惊人的计划来使自己的收入翻倍。

9. **guarantee** to promise that something will happen or exist 保证;担保;保障
European Airlines guarantees its customers top-quality service.
欧洲航空公司保证为乘客提供最好的服务。
10. **insight** (the ability to have) a clear, deep and sometimes sudden understanding of a complicated problem or situation 洞察力;深刻见解
It was an interesting book, full of fascinating insights into human relationships.
这是一本有趣的书,充满了对人际关系独到的见解。
11. **ingenuity** someone's ability to think of clever new ways of doing something 心灵手巧;足智多谋;独创力
Drug smugglers constantly use their ingenuity to find new ways of getting drugs into a country. 毒贩们总是绞尽脑汁地寻找跨境贩毒的新花招。
12. **fit in** to feel that you belong to a particular group and are accepted by them 合得来;适应
It's no surprise she's leaving — she never really fitted in.
她要离开——这一点也不意外,因为她从来都没真正融入其中。
13. **destiny** the things that will happen in the future 前途,命运

参考译文

小时候,我们家生活在海外,我在印度尼西亚住了几年。我妈妈没钱送我上其他美国孩子上的学校,但她认为必须让我接受美式教育。因此,她决定从周一到周五自己给我上课。但是因为她还要上班,所以时间只能是清晨四点半。

你们可以想象,我不怎么喜欢那么早就爬起来。很多时候,我就这么在厨房的桌子前睡着了。每当我埋怨的时候,妈妈总会用同一副表情看着我说:“小鬼,你以为教你我就很轻松?”

所以,我可以理解你们中的许多人对于开学还需要时间来调整 and 适应。但今天我站在这里,是为了和你们谈一些重要的事情。我要和你们谈一谈你们每个人的教育,以及在新的学年里,你们应当做些什么。

我做过多关于教育的讲话,也常常谈到“责任”这个词。

我谈到过教师们有责任激励你们,督促你们学习。

我谈到过家长们有责任看管你们认真学习、完成作业,不要成天只看电视或打游戏机。

我也很多次谈到过政府有责任设定高标准,协助老师和校长们的工作,改变在有些学校里学生得不到应有的学习机会的现状。

但哪怕这一切都达到最好,哪怕我们有最尽职的教师、最好的家长、最优秀的学校,假如你们不去履行自己的责任的话,那么这一切努力都会白费——除非你每天准时去上学,除非你认真地听老师讲课,除非你把父母、长辈和其他大人们说的话放在心上,除非你肯付出成功所必需的努力,否则这一切都会失去意义。而这就是我今天讲话的主题:对于自己的教育,你们每个人应尽的责任。

首先,我想谈谈你们对于自己应尽的责任。你们每一个人都有自己的长处,每一个人都是有用之材。你们对自己应尽的责任就是发现自己的才能所在,而教育能够提供这样的机会。

或许你能写出优美的文字,甚至有一天能让那些文字出现在书籍和报刊上,但假如不在英语课上经常练习写作,你不会发现自己有这样的天赋;或许你能成为一个发明家、创造家,甚至设计出新一代 iPhone,或研制出新的药物与疫苗,但假如不在自然科学课上做上几次实验,你不会知道自己有这样的天赋;或许你能成为一名市长、议员或最高法院法官,但假如你不去加入什么学生会或参加几次辩论赛,你也不会发现自己有这样的才能。

而且,我可以向你保证,不管你将来想要做什么,你都需要相应的教育——你想当医生、教师或警官?你想成为护士、建筑设计师、律师或军人?无论你选择哪一种职业,良好的教育都必不可少。这世上不存在不把书念完就能拿到好工作的美事,任何工作都需要你的汗水、训练与学习。

这不仅仅对于你们个人的未来有重要意义,你们的教育如何也会对这个国家的未来产生重要影响。美国的未来取决于你们。今天你们在学校中学习的内容将会决定我们整个国家在未来迎接重大挑战时的表现。

你们需要在数理科学课程上学习的知识和解决问题的技能,去治疗癌症、艾滋那样的疾病以及开发新的能源技术保护我们的环境;你们需要在历史社科课程上培养出的观察力与判断力,解决贫困、无家可归、犯罪和歧视问题,让这个国家变得更加公平和自由;你们需要在各类课程中逐渐累积和发展出来的创新意识和思维去创建新的公司,来制造就业机会,推动经济增长。

我们需要你们每一个人都发挥天赋、技能和才智,来帮助我们老一辈人解决我们所面临的最棘手的问题。假如你不这么做,假如你放弃学习,那么你不仅是放弃了自己,也是放弃了你的国家。

当然,我明白,读好书并不总是件容易的事。我知道你们中的许多人在生活中面临着各种各样的问题,很难把精力集中在读书上。

我知道你们的感受。我父亲在我两岁时就离开了家,是母亲一人将我拉扯大。她不得不努力工作却有时仍付不起账单,有时不能给我们提供其他孩子都有的东西。有时我会想,假如父亲在该多好。有时我也会感到孤独无助,与周围的环境格格不入。

因此我并不总是能专心学习。我做过许多令自己觉得丢脸的事情,也惹出过许多不该惹的麻烦。我的生活岌岌可危,随时可能急转直下。

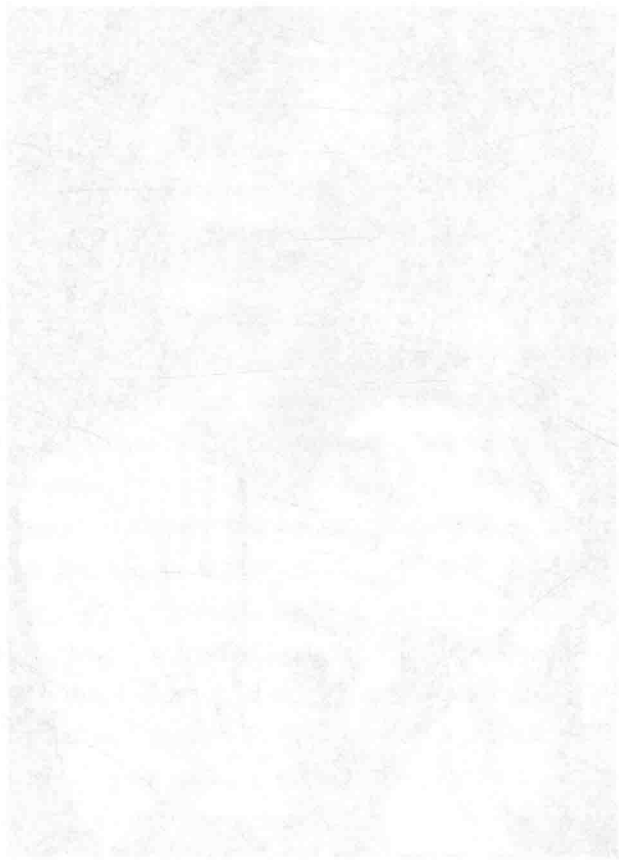
但我很幸运,我在许多事上都得到了重来的机会。我得以去大学读法学,实现自己的梦想。我的妻子——现在得叫她第一夫人米歇尔·奥巴马了——也有着相似的人生故事。她的父母都没读过大学,也没有什么财产。但他们和她都非常勤奋,因此她得以进入这个国家最优秀的学校读书。

你们中有些人可能没有这些有利条件。或许你的生活中没有能为你提供帮助的长辈,或许你的某个家长没有工作、经济拮据,或许你住的社区不那么安全,或许你认识一些会对你产生不良影响的朋友。

但归根结底,你的生活状况——你的长相、出身、经济条件、家庭氛围——都不是你疏忽学业和态度恶劣的借口。这些不是你跟老师顶嘴、逃课或是辍学的借口,也不是你不好好读书的借口。

你的未来,并不取决于你现在的的生活有多好或多坏。没有人为你编排好你的命运,在美国,你的命运由你自己书写,你的未来由你自己掌握。

而在这片土地上的每个地方,千千万万和你们一样的年轻人正是在书写着自己的命运。

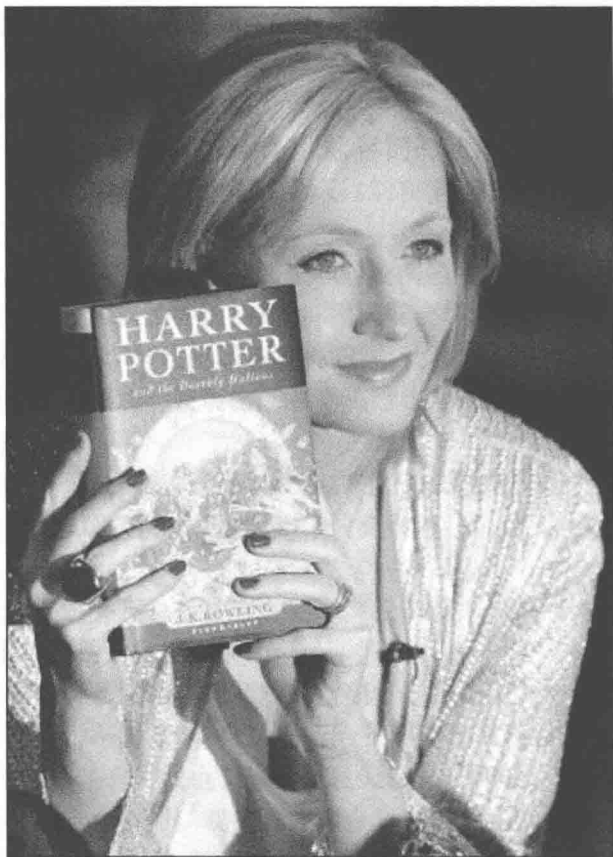


Passage 2

The Fringe Benefits of Failure

导读

本文节选自 J. K. 罗琳在哈佛大学校友会的年会上做的题为“失败的好处和想象力的重要性”的毕业致辞。J. K. 罗琳是哈利波特畅销系列小说的作者。她发现,失败赋予自己内心的安全感让她明白了关于自己的一切东西,使她意识到自己拥有坚强的意志以及宝贵的友谊。



I was **convinced**¹ that the only thing I wanted to do, ever, was to write novels. However, my parents, both of whom came from **impoverished**² backgrounds and neither of whom had been to college, took the view that my overactive imagination was an amusing personal quirk that could never pay a mortgage, or secure a pension.

They had hoped that I would take a vocational degree; I wanted to study English Literature. A **compromise**³ was reached that **in retrospect**⁴ satisfied nobody, and I went up to study Modern Languages. Hardly had my parents' car rounded the corner at the end of the road than I ditched German and scuttled off down the Classics' corridor.

I cannot remember telling my parents that I was studying Classics; they might well have found out for the first time on graduation day. Of all the subjects on this planet, I think they would have been hard put to name one less useful than Greek Mythology when it came to securing the keys to an executive bathroom.

I would like to make it clear, in parenthesis, that I do not blame my parents for their point of view. There is an **expiry**⁵ date on blaming your parents for steering you in the wrong direction; the moment you are old enough to take the wheel, responsibility lies with you. What is more, I cannot criticize my parents for hoping that I would never experience poverty. They had been poor themselves, and I have since been poor, and I quite agree with them that it is not an **ennobling**⁶ experience. Poverty **entails**⁷ fear and stress, and sometimes depression; it means a thousand petty humiliations and hardships. Climbing out of poverty by your own efforts, that is indeed something on which to pride yourself, but poverty itself is romanticized only by fools.

What I feared most for myself at your age was not poverty, but failure.

At your age, in spite of a **distinct**⁸ lack of **motivation**⁹ at university, where I had spent far too long in the coffee bar writing stories, and far too little time at lectures, I had a **knack**¹⁰ for passing examinations, and that, for years, had been the measure of success in my life and that of my peers.

I am not dull enough to suppose that because you are young, gifted and well-educated, you have never known hardship or heartbreak. Talent and intelligence never yet **inoculated**¹¹ anyone against the **caprice**¹² of the fates, and I do not for a moment suppose that everyone here has enjoyed an existence of unruffled privilege and contentment.

However, the fact that you are graduating from Harvard suggests that you are not very well-**acquainted**¹³ with failure. You might be driven by a fear of failure quite as much as a desire for success. Indeed, your conception of failure might not be too far from the average person's idea of success, so high have you already flown.

Ultimately, we all have to decide for ourselves what constitutes failure, but the world is

quite eager to give you a set of criteria if you let it. So I think it fair to say that by any conventional measure, a mere seven years after my graduation day, I had failed on an **epic scale**¹⁴. An exceptionally short-lived marriage had **imploded**¹⁵, and I was jobless, a lone parent, and as poor as it is possible to be in modern Britain, without being homeless. The fears my parents had had for me, and that I had had for myself, had both come to pass, and by every usual standard, I was the biggest failure I knew.

Now, I am not going to stand here and tell you that failure is fun. That period of my life was a dark one, and I had no idea that there was going to be what the press has since represented as a kind of fairy tale **resolution**¹⁶. I had no idea then how far the tunnel extended, and for a long time, any light at the end of it was a hope rather than a reality.

So why do I talk about the benefits of failure? Simply because failure meant a stripping away of the inessential. I stopped pretending to myself that I was anything other than what I was, and began to direct all my energy into finishing the only work that mattered to me. Had I really succeeded at anything else, I might never have found the determination to succeed in the one arena where I believed I truly belonged. I was set free, because my greatest fear had been realized, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life.

You might never fail on the scale I did, but some failure in life is **inevitable**¹⁷. It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all — in which case, you fail by **default**¹⁸.

Failure gave me an inner security that I had never attained by passing examinations. Failure taught me things about myself that I could have learned no other way. I discovered that I had a strong will, and more discipline than I had suspected; I also found out that I had friends whose value was truly above the price of rubies.

The knowledge that you have **emerged**¹⁹ wiser and stronger from setbacks means that you are, ever after, secure in your ability to survive. You will never truly know yourself, or the strength of your relationships, until both have been tested by **adversity**²⁰. Such knowledge is a true gift, for all that it is painfully won, and it has been worth more than any **qualification**²¹ I ever earned.

So given a Time Turner, I would tell my 21-year-old self that personal happiness lies in knowing that life is not a check-list of acquisition or achievement. Your qualifications, your CV, are not your life, though you will meet many people of my age and older who confuse the two. Life is difficult, and complicated, and beyond anyone's total control and the humility to know that will enable you to survive its **vicissitudes**²².