

New Extensive Reading for College English

新编大学英语泛读教程 第Ⅱ册

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学 苑 出 版 社

图书在版编目(CIP)数据

新编大学英语泛读教程(第Ⅱ册)/汪士彬 黄跃华主编. -北京:宇航出版社,2001.6

ISBN 7-80144-379-9

I. 新… II. ①汪… ②黄… III. 英语-阅读教学-高等学校-教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2001)第 026136 号

宇航出版社出版发行

北京市和平里滨河路 1 号(100013)

发行部地址:北京市阜成路 8 号(100830)

零售书店(北京宇航文苑)地址:北京海淀大街 31 号(100080)

北京科技印刷厂印刷

新华书店经销

2001 年 6 月第 1 版 2001 年 6 月第 1 次印刷

开本:850×1168 1/32 印张:12.125 字数:325 千字

印数:1—8000 册 定价:16.80 元

前 言

自《新编大学英语泛读教程》(第Ⅰ册)出版以来,受到广大读者与同仁的认可和好评,也收到了全国各地的热情来信,对本书给予了充分的肯定与鼓励。现该系列教材的第Ⅱ册亦与读者见面,希望同样受到读者的认可和欢迎,能为读者在英语学习方面略尽绵帛之力,编者深感欣慰。

在《新编大学英语泛读教程》(第Ⅱ册)的编写中,我们力求保持第Ⅰ册“知识性、实用性与趣味性相结合”的风格,并在选材和练习的编制过程中反复斟酌,求新求变。首先,严格遵照1999年《大学英语教学大纲》[修订本]的精神,针对大学一年级学生第二学期的实际水平和要求,在选材的难度上进行了比较准确的界定。一方面,阅读材料大部分摘自英美最新书刊杂志;另一方面,对于个别学术性较强而略嫌繁难的科技时文进行了必要的剪裁。这样,既能保证语言学习中的连贯性与循序渐进,又不至于一味斗新炫奇,影响到读者学习英语的积极性。

鉴于我们所采用的以导读开头的“板块结构”已经得到读者的首肯,因此本书沿袭了第Ⅰ册的编排形式。进而在单元主题的选择中,紧扣近年来大学英语四级考试中阅读文章的选材思路,侧重于代表科学文化最新发展的热门话题,精心选取了一批文字规范、逻辑性与文采均有擅场的英美时文。

阅读练习形式多样构成了本书的另一主要特色。本书练习形式包括多项选择、判断正误、简短回答问题、综合填空、英译汉等,完全涵盖了大学英语测试(包括英语四级考试新题型)中与阅读相关的练习形式,为读者对水平测试的针对性准备提供了充分的训练机会。另外,在构词知识方面的充分归纳为扩大与巩固读者的词

汇量同样大有裨益。

欢迎读者和同仁批评指正。

编者

2001 年 5 月

Unit One

Reading is to one's mind what food is to his body. With good books, one can acquire new knowledge, extend his vision, strengthen his mentality and, above all, elevate his character.

Books are good, lifelong friends to men of all ages, offering them pleasure as well as knowledge. One can be too old to walk, but he is hardly ever too old to read.

Part A On Reading

W. Somerset Maugham

The first thing I want to insist on is that reading should be enjoyable. Of course, there are many books that we all have to read, either to pass examinations or to acquire information, from which it is impossible to extract enjoyment. We are reading them for instruction, and the best we can hope is that our need for it will enable us to get through them without tedium. Such books we read with resignation rather than with alacrity. But that is not the sort of reading I have in mind. The books I shall mention in due course will help you neither to get a degree nor to earn your living, they will not teach you to sail a boat or get a stalled motor to run, but they will help you to live more fully. That, however, they cannot do unless you enjoy reading them.

The "you" I address is the adult whose avocations give him a

certain leisure and who would like to read the books which cannot without loss be left unread. I do not address the bookworm. He can find his own way. His curiosity leads him along many unfrequented paths and he gathers delight in the discovery of half-forgotten excellence. I wish to deal only with the masterpieces which the consensus of opinion for a long time has accepted as supreme. We are all supposed to have read them; it is a pity that so few of us have. *But there are masterpieces which are acknowledged to be such by all the best critics and to which the historians of literature devote considerable space*, yet which no ordinary person can now read with enjoyment. They are important to the student, but changing times and changing tastes have robbed them of their savour and it is hard to read them now without an effort of will. Let me give one instance: I have read George Eliot's *Adam Bede*, but I cannot put my hand on my heart and say that it was with pleasure. I read it from a sense of duty: I finished it with a sigh of relief.

Now of such books as this I mean to say nothing. Every man is his own best critic. Whatever the learned say about a book, however unanimous they are in their praise of it, unless it interests you, it is no business of yours. Don't forget that critics often make mistakes, the history of criticism is full of the blunders the most eminent of them have made, and you who read are the final judge of the value to you of the book you are reading. This, of course, applies to the books I am going to recommend to your attention. We are none of us exactly like everyone else, only rather like, and it would be unreasonable to suppose that the books that have meant a great deal to me should be precisely those that will mean a great deal to you. But they are books that I feel the richer for having read, and I think I should not be quite the man I am if I had not read them. And so I beg of you, if any of you who read these pages are tempted to read the

books I suggest and cannot get on with them, just put them down; they will be of no service to you if you do not enjoy them. No one is under an obligation to read poetry or fiction or the miscellaneous literature which is classed as belles-lettres. (I wish I knew the English term for this, but I don't think there is one.) He must read them for pleasure, and who can claim that what pleases one man must necessarily please another?

But let no one think that pleasure is immoral. Pleasure in itself is a great good, all pleasure, but its consequences may be such that the sensible person eschews certain varieties of it. Nor need pleasure be gross and sensual. They are wise in their generation who have discovered that intellectual pleasure is the most satisfying and the most enduring. It is well to acquire the habit of reading. There are few sports in which you can engage to your own satisfaction after you have passed the prime of life; there are no games except patience, chess problems and crossword puzzles that you can play without someone to play them with you. Reading suffers from no such disadvantages; there is no occupation—except perhaps needle-work, but that leaves the restless spirit at liberty—which you can more easily take up at any moment, for any period, and more easily put aside when other calls press upon you; there is no other amusement that can be obtained in these happy days of public libraries and cheap editions at so small a cost. To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life. Almost all, I say, for I would not go so far as to pretend that to read a book will assuage the pangs of hunger or still the pain of unrequited love; but half a dozen good detective stories and a hot-water bottle will enable anyone to snap his fingers at the worst cold in the head. But who is going to acquire the habit of reading for reading's sake, if he is bidden to read books that bore him?

It is more convenient to take the books of which I am now going to speak in chronological order, but I can see no reason why, if you make up your mind to read them, you should do so in that order. I think you would be much better advised to read them according to your fancy; nor do I see even why you should read them one by one. For my own part, *I find it more agreeable to read four or five books together*. After all, you aren't in the same mood on one day as on another, nor have you the same eagerness to read a certain book at all hours of the day. We must suit ourselves in these matters, and I have naturally adopted the plan that best suits me. In the morning before I start work I read for a while a book, either of science or philosophy, that requires a fresh and attentive brain. It sets me off for the day. Later on, when my work is done and I feel at ease, but not inclined for mental exercise of a strenuous character, I read history, essays, criticism or biography; and in the evening I read a novel. Besides these, I keep on hand a volume of poetry in case I feel in the mood for that, and by my bedside I have one of those books, too rarely to be found, alas, which you can dip into at any place and stop reading with equanimity at the end of any paragraph.

Upon looking back on what I have written, I notice that I have more than once suggested to you that you would be wise now and then to skip. Perhaps it was unnecessary. I surmise that only scholars will fail to exercise that useful art with the quotations from the Latin with which Montaigne, following the fashion of his day, plentifully peppered his essays; and it would be an assiduous reader indeed who could read in full the last few chapters of *The Brothers Karamazov*. I know that I found myself content to glance at rather than peruse the speeches which Dostoevsky put into the mouths of counsel at the trial. I think all the books I have mentioned are important enough to be read thoroughly, but even they are more

enjoyable if you exercise your right to skip. Change of taste has rendered certain parts of even great works tedious. We no longer want to be bothered with the moral dissertations of which the eighteenth century was so fond, nor with the lengthy descriptions of scenery which were favoured in the nineteenth. When the novel became realistic authors fell in love with detail for its own sake, and it took them a long time to discover that detail is interesting only if it is relevant. To know how to skip is to know how to read with profit and pleasure, but how you are to learn it I cannot tell you, for it is a trick I have never acquired. I am a bad skipper; I am afraid of missing something that may be of value to me, and so will read pages that only weary me; when once I begin to skip, I cannot stop, and end the book dissatisfied with myself because I am aware I have not done it justice, and then I am apt to think that I might just as well never have read it at all.

NEW WORDS

alacrity [ə'lækrəti] *n.* 欣然; 爽快

stalled [stɔ:ld] *a.* (指引擎) 突然停止转动的

avocation [,ævəu'keifən] *n.* 职业; 本行

bookworm ['bukwɜ:m] *n.* 嗜书者; 爱书成癖的人

savour ['seivə] *n.* 味道; 风味

unanimous [ju:'næniməs] *a.* 无异议的

blunder ['blʌndə] *n.* 愚蠢或粗

心的错误

eminent ['eminənt] *a.* (指人) 著名的; 卓越的

miscellaneous [,misə'leiniəs] *a.* 各式各样的

belles-lettres [ˌbel'letrə] *n.* 纯文学; 纯文艺

eschew [is'tʃu:] *v.* 避开; 避免

patience ['peifəns] *n.* (单人玩的) 纸牌游戏

assuage [æ'sweidʒ] *v.* 减轻; 缓和

still [stil] *v.* 使...平静;止住

unrequited [ˌʌnrɪ'kwaitɪd] *a.*

(尤指爱情)无报酬的;没有回报的

strenuous ['strenjuəs] *a.* 需全力以赴的;费力的

alas [ə'læs] *int.* 哎哟;呜呼(表示悔恨、遗憾等的感叹声)

equanimity [ˌekwə'nɪməti] *n.*

平静;沉着;镇定

surmise [sə'maɪz] *vt.* 推测;猜测

pepper ['pepə] *vt.* (把……)加进……里面

assiduous [ə'sɪdjuəs] *a.* 勤勉的;刻苦的

peruse [pə'ru:z] *vt.* 细读;审阅

render ['rendə] *vt.* 使……

PHRASES AND EXPRESSIONS

in due course 在适当的时候

the consensus of opinion 舆论

be of service to sb 有用;有帮助

the prime of life 壮年

leave...at liberty 使……不受拘束;让……自由活动

the pangs of hunger 饥饿的痛楚

snap one's fingers at 对……打响指(表示轻蔑或不在乎)

in chronological order 按年代顺序

do sth justice 赏识;领略……的妙处(优点)

EXERCISES

1. READING COMPREHENSION

Directions: For each of the following questions or unfinished statements, there are four choices marked A, B, C and D. You should decide on the best choice and circle the letter of your choices.

1. The author seems to believe that _____.

- A. reading for instructions is pretty enjoyable
 - B. most people read books either for passing tests or for obtaining information
 - C. it is impossible to have fun when we have to read for any practical purpose
 - D. all books should be read with alacrity
2. In Paragraph 2, the author aims to _____.
A. address those adults who take pleasure in discovering excellent, yet less noticed books
B. talk to the average adult who would spend his/her leisure reading books of value
C. deal with books that most people have already read
D. find unfrequented paths which may lead to the discovery of half forgotten excellence
3. The sentence, "But there are masterpieces... to which the historians of literature devote considerable space (*Line 6, Paragraph 2*)" most probably means that those historians _____.
A. have written a large number of articles about them
B. have a rich collection of them in their *studies*(书房)
C. attach great importance to such masterpieces that deal with the subject of space
D. have made room for them in the library
4. According to Paragraph 3, which of the following is meant by the author?
A. We should listen to critics' advice as to what to read and what not.
B. Men are rather alike, so books that are meaningful to one person must also be so to another.
C. Read what the author recommends for us because he himself

has benefited a lot from reading them.

- D. Read what he recommends for us only if you find it pleasing.
5. According to the author, pleasure is nothing immoral _____.
A. unless readers avoid certain varieties of it
B. unless one seeks it from reading *pornographic publications* (色情出版物)
C. except when one has formed the habit of reading
D. except when it is sought from playing sports and games
6. What is seen as a disadvantage by the author?
A. That most sports and games cannot be played by a single person.
B. That patience, chess problems and crossword puzzles are usually played by one person only.
C. That people hardly read books together.
D. All of the above.
7. In Paragraph 5, the author says it is best to read the books he recommends _____.
A. in chronological order
B. all at once
C. according to one's preference
D. in order of their values
8. In the author's opinion, _____.
A. science and philosophy are more difficult to read than history and essays
B. fiction is more difficult to read than poetry
C. one can read poetry when he is too tired to read science or philosophy
D. reading criticism is strenuous mental exercise
9. What does the author actually mean when he says "I find it more agreeable to read four or five books together" (Paragraph 5)?

- A. This will speed up the reading process.
 - B. It is best to read different genres when in different moods.
 - C. This will save a lot of time.
 - D. This will improve one's memory.
10. According to the author, why do scholars tend not to skip when they read?
- A. They are not good at this skill.
 - B. They are so easily absorbed in what they read that they often forget to use this skill.
 - C. They are interested in all that they read.
 - D. They don't want to miss anything important.

II. WORD BUILDING

Words that look similar in their spellings and words with the same root but different prefixes or suffixes may carry entirely different meanings. Now fill in each blank with one of the words given below.

1. certain/certify/uncertain/certificate

She holds a _____ that she worked here as a typist ten years ago.

Our holiday plans are still _____.

I _____ that I witnessed the signing of this document.

She was _____ that the young man had gone mad.

2. conform/deform/reform/form

Our government is going to _____ the educational system soon.

The future rarely _____ to our expectations.

The traffic accident last year _____ his foot severely.

A plan began to _____ in his mind.

3. advise/advisable/advisor/advisory

An _____ group will come to visit our university tomorrow.

It is not _____ just to sit there brooding about the unpleasant

bygones(过去的事).

The doctor _____ me to take more exercise.

I didn't expect such a young _____ for me!

4. conscious/subconscious/conscience/unconscious

He is still _____ of having made such a serious mistake.

His _____ troubled him after he took the money.

He felt from the _____ mind that this woman had cheated him.

She was not _____ of his presence in the room.

5. survive/survival/vivid/vital

Hopes are fading for the _____ of the missing climbers.

It is absolutely _____ that food supplies should be maintained.

She gave the police a _____ description of the accident.

Her parents died in the accident, but she _____.

6. vacation/vacant/evacuate/vacancy

We still have _____ for drivers but all the other positions have been filled.

He went to Florida during the _____.

The village was _____ because of floods.

There is a _____ place over there where we can park.

7. revolutionize/revolutionary/revolution /revolt

The invention of computer caused a _____ in our way of life.

Many political _____ were killed during the raid.

The people _____ against their king.

The discovery of the new drug has _____ the treatment of many diseases.

8. spectacle/spectacular/spectacles/spectator

Many people gathered around the square to see the _____ display of fireworks.

All the _____ are waiting for the opening ceremony of the Olympic Games.

The sunrise as seen from the top of the mountain was a tremendous _____.

I must get a new pair of _____.

9. expect/ unexpected /expectation /expectant

The _____ crowds waited for the king and his queen to pass.

The officer _____ his men to do their duty.

The result of the experiment is beyond my _____.

I'm afraid the _____ accident may spoil the dinner tonight.

10. visit/visible/invisible/vision

It was so cloudy that the top of the mountain was _____.

The mist blurred my _____.

Those stars are hardly _____ to the naked eyes.

When you _____ London, one of the first things you will see is Big Ben.

Part B The Pleasure of Learning (1)

Gilbert Highet

As most schools are set up today, learning is compulsory. It is an Ought, even worse, a Must, enforced by regular hours and rigid discipline. And the young sneer at the Oughts and resist the Musts with all their energy. The feeling often lasts through a lifetime. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement.

This is a mistake. Learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. Watch a small child, at an age too young to have had any mental habits implanted by training. Some delightful films made by the late Dr. Arnold Gesell of Yale University show little creature who can barely

talk investigating problems with all the zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists. At the end of each successful investigation, there comes over each tiny face an expression of pure heart-felt pleasure.

When Archimedes discovered the principle of specific gravity by observing his own displacement of water in a bathtub, he leaped out with delight, shouting, "Eureka, Eureka!" ("I have found it, I have found it!") The instinct which prompted his outburst, and the joy of its gratification, are possessed by all children.

But if the pleasure of learning is universal, why are there so many dull, incurious people in the world? It is because they were made dull, by bad teaching, by isolation, by surrender to routine, sometimes, too, by the pressure of hard work and poverty, or by the toxin of riches, with all their ephemeral and trivial delights. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

This pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Sometimes, when I stand in a big library like the Library of Congress, or Butler Library at Columbia, and gaze round me at the millions of books, I feel a sober, earnest delight hard to convey except by a metaphor. These are not lumps of lifeless paper, but minds alive in the shelves. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves beyond the range of our hearing, and just as the touch of a button on our stereo will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and space, and hear it speaking, mind to mind, heart to heart.

But, far beyond books, learning means keeping the mind open

and active to receive all kinds of experience. One of the best-informed men I ever knew was a cowboy who rarely read a newspaper and never a book, but who had ridden many thousands of miles through one of the western states. He knew his state as thoroughly as a surgeon knows the human body. He loved it, and understood it. Not a mountain, not a canyon which had not much to tell him, not a change in the weather that he could not interpret. And so, among the pleasures of learning, we should include travel, travel with an open mind, an alert eye and a wish to understand other peoples, other places, rather than *looking in them for a mirror image of oneself*. If I were a young man today, I should resolve to see—no, to learn—all the 50 states before I was 35.

Learning also means learning to practise, or at least to appreciate, an art. Every new art you learn appears like a new window on the universe; it is like acquiring a new sense. Because I was born and brought up in Glasgow, Scotland, a hideous 19th-century industrial city, I did not understand the slightest thing about architecture until I was in my 20s. Since then, I have learned a little about the art, and it has been a constant delight.

Crafts, too, are well worth exploring. A friend of mine took up book-binding because his doctor ordered him to do something that would give him relaxation and activity without tension. It was a difficult challenge at first, but he gradually learned to square off the paper and the boards, sew the pages, fasten on the backstrip, and maintain precision and neatness throughout.

Within a few years, this initially rather dull hobby had led him into fresh fields of enjoyment. He began to collect fine books from the past five centuries, he developed an interest in printing; eventually, he started a private press and had the joy of producing his own elegant books. Many other crafts there are, and most of them