

Comprehensive College English

综合大学英语

嵇敏 金黛莱 主编

3

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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(京)新登字 155 号

图书在版编目(CIP)数据

综合大学英语 3/嵇敏,金黛莱主编. - 北京:外语教学与研究出版社,2002

ISBN 7-5600-2951-5

I. 综… II. ①嵇… ②金… III. 英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 054136 号

综合大学英语 3

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责任编辑 刘 晖

出版发行 外语教学与研究出版社

社 址 北京市西三环北路 19 号 (100089)

网 址 [http //www fltrp.com.cn](http://www.fltrp.com.cn)

印 刷 北京冶金大业印刷有限公司

开 本 787×1092 1/16

印 张 18.25

版 次 2002 年 8 月第 1 版 2002 年 8 月第 1 次印刷

书 号 ISBN 7-5600-2951-5/G·1401

定 价 19.90 元

* * *

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综合大学英语

(英语专业教材)

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前 言

《综合大学英语》(Comprehensive College English)是为高校英语专业编写的一套精读课系列教材,共分8册,分别用于英语专业一至四年级的八个学期。

本教程编写的原则和指导思想是我国新修订的《高等学校英语专业英语教学大纲》,在教材的总体设计与编写体例上力求按阶段(即:基础阶段1-4册;高年级阶段5-8册)实现新大纲规定的加强学生语言基本功和综合交际能力的目的要求。基础阶段1-4册教材系统传授语言基础知识,继承以往精读课教材的优良传统,对学生进行全面的、严格的基本技能训练。在注意增强学生实际运用语言能力的同时,注意培养学生良好的学习习惯和学习方法,培养他们的逻辑思维能力和独立工作能力,丰富他们的文化知识,增强对文化差异的敏感性,为高年级的学习打下较扎实的基础。高年级阶段的5-8册则继续强化基本功训练,进一步扩大知识面,把重点放在培养学生的语言综合技能、提高人文知识修养与语言交际能力上,使学生逐步成长为能适应新世纪要求的合格的外语专门人才。但愿通过我们大家不断的共同努力,这套系列教程能在这方面作出一点应有的贡献。

本教程由四川大学、四川师范大学、电子科技大学、西南交通大学、西南财经大学和华西医科大学等校外语院系通力合作,历时四年编成初稿,其中第1册、第2册、第3册和第5册的初稿本曾先后在四川大学、四川师范大学、华西医科大学和电子科技大学的英语专业本科班进行过多次试用,受到师生们的广泛好评。尽管如此,由于编者能力有限,这套系列教程一定存在不少缺点和谬误,恳请专家和各位师友、同学不吝指正。

在本教程的编写过程中,自始至终都得到外研社的领导、责任编辑以及外研社西南信息中心各位师友的大力帮助和悉心指导,值此正式出版印行之际,谨向他们表示衷心的感谢。

编写说明

本书适用于高等学校英语专业二年级上学期以及具有相应基础的英语学习者使用。此书根据新颁布的高等英语教学大纲及大学英语专业四级考试的要求编写而成。书中各单元由课文 A, 课文 A 的重要词汇及短语表, 课文注释, 词汇学习, 练习以及课文 B 构成。

一、课文 A

课文 A 为正文。本书所选课文大多选自原文, 有些经过压缩或节选。在课文内容的选择上具有题材广泛、信息量大、文字规范等特点, 适宜于精读分析。要求学习者能对课文的细节进行分析与探讨, 从而了解课文的主题及总体布局。

二、词汇及短语表

所列词汇及短语是根据新大纲及四级考试对词汇的要求而列出的。学习者应着重对其记忆并熟练掌握和应用。

三、课文注释

对课文内容的注释着重于对作者、某些词汇及其文化背景的介绍。仔细阅读注释有益于更好地理解课文。

四、词汇学习

该部分列有出现在课文中的四个词汇, 通常为具有四级或以上难度的词汇, 并以实词为主。学习者通过对所列词汇及其派生词的释义、基本用法及例句的学习, 可以更好的记忆并掌握这些词汇。

五、练习部分

本教材所设置的练习旨在突出课文重要语言现象, 信息量大, 实践性强, 形式多样化。其中不少形式是参照大纲或四级考试所列举的题型编写的, 以便使学习者熟悉并达到大纲和四级考试要求。每篇课文后均设置十个左右的问答题, 前八个问题主要针对课文内容本身的理解, 其余问题则适度涉及与课文内容相关的知识层面。有关词汇的练习要求学习者熟悉并掌握课文中的某些常用词汇及其派生词的用法。另外, 在课文后还设置了替换、改写、句型转换等形式的练习, 以便强化学习者对重要语言现象的认识。汉译英练习要求学习者能够正确使用选自课文的词汇或短语将句子译为英文。英译汉练习中

的句子均是选自课文中的精彩部分,旨在使学习者重点赏析。通过完成改错、完形填空两项练习,可以培养学习者判断、纠错的基本技能以及综合运用语言的能力。口头表达能力的训练体现在口语练习中,通常是为练习者提供几个与课文相关的问题或话题,要求练习者能在一定的深度上对课文内容进行评价与分析。

六、课文 B

课文 B 为内容题材与课文 A 同类的姊妹篇,是为达到大纲提出的扩大阅读量、词汇量和知识面的要求而设置的快速阅读材料。课文 B 后有就其内容设计的问答、多项选择、填空等形式各异的练习题,以供学习者检测对课文主要内容以及结构的认识程度。

七、语法部分

本书根据大纲在语法方面的要求,就相应的语法现象进行了简要的描述,并提供了相关练习供学习者实践。

本教材无论是课文内容还是练习部分都体现出信息量大的特点,使用者可酌情做出取舍。

本册由四川师范大学外国语学院嵇敏老师、金黛莱老师编写。其中第 1、2、3、4、5、13、14 课由嵇敏编写;第 6、7、8、9、10、11、12 课由金黛莱编写。本书的审校由四川师范大学外国语学院张毓度老师担任。

编 者

Acknowledgment

We are extremely grateful to the authors and publishing houses of all the articles we have chosen as the texts for this textbook. And we apologize for the insufficient information in some cases due to our lack of resource. We intend to show every respect for intellectual property rights, but we hope our pleading for the permission to use the related articles for teaching purposes will receive kind and generous consideration.

- Unit One “University Days” by James Thurber from *My Life and Hard Times*
 - Unit Two “More Than Just a Shrine: Paying Homage to the Ghosts of Ellis Island” by Mary Golden
 - Unit Three “Beloved” by Toni Morrison from *Beloved*
 - Unit Four “The Overworked American” by Juliet B. Schore from *The Overworked American: The Unexpected Decline of Leisure*
 - Unit Five “How I Came to Love Books” by Victoria Rothschild from *Critical Quarterly*, Spring 1999
 - Unit Six “How Does Language Function? What Do words Do?” by John Stewart from *Bridge Not Walls*
 - Unit Seven “Travelers and Tourists” by Lucite Rollet Kenan from *The Reader*
 - Unit Eight “A Good Edacation” by Luctie Rollet Kenan from *The Reader*
 - Unit Nine “Severing the Human Connection” by H. Bruce Miller from *The Longwood Reader*
 - Unit Ten “Mistaken Identify” by Simon Gaig from the *National Geographic*, May 1999
 - Unit Eleven “What Makes Them So Tough?” by Lucinda Hahn from the *Reader’s Digest*, November 1998.
 - Unit Twelve “The Dawn of E-life” from *Newsweek*
 - Unit Thirteen “The New Generation Gap” by Nel Howe and William Strauss from *Atlantic Monthly*, December 1992
 - Unit Fourteen “The Death of Moth” by Virginia Woolf from *The Death of Moth*
-

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Text A

University Days¹

by James Thurber²

1 I passed all the other courses that I took at my University, but I could never pass botany. This was because all botany students had to spend several hours a week in a laboratory looking through a microscope at plant cells, and I could never see through a microscope. This used to enrage my instructor. I would just be standing there. “I can’t see anything,” I would say. He would begin patiently enough, explaining how anybody can see through a microscope, but he would always end up in a fury, claiming that I could too see through a microscope but just pretended that I couldn’t. “Well,” I’d say, “I can’t see anything.” “Try it just once again,” He’d say, and I would put my eye to the microscope and see nothing at all, except now and again a nebulous milky substance—a phenomenon of maladjustment. You were supposed to see a vivid, restless clock-work of sharply defined plant cells. “I see what looks like a lot of milk,” I would tell him. This, he claimed, was the result of my not having adjusted the microscope properly, so he would readjust it for me, or rather, for himself.

2 I finally took a deferred pass, as they called it, and waited a year and tried again. The professor had come back from vacation brown as a berry, bright-eyed, and eager to explain cell-structure again to his classes. “Well,” he said to me, cheerily, when we met in the first laboratory hour of the semester, “we’re going to see cells this time, aren’t we?” “Yes, sir,” I said. Students to the right of me and left of me and in front of me were seeing cells; what’s more, they were quietly drawing pictures of them in their notebooks. Of course, I didn’t see anything.

3 “We’ll try it,” the professor said to me, grimly, “with every adjustment of the microscope known to man. As God is my witness, I’ll arrange this glass so that

you see cells through it or I'll give up teaching. In twenty-two years of botany, I—". He cut off abruptly for he was beginning to quiver all over, like Lionel Barrymore³.

4 So we tried it with every adjustment of the microscope known to man. With only one of them did I see, to my pleasure and amazement, a variegated constellation of flecks, specks, and dots. These hastily I drew. The instructor, noting my activity, came from an adjoining desk, a smile on his lips and his eyebrows high in hope. He looked at my cell drawing. "What's that?" he demanded, with a hint of squeal in his voice. "That's what I saw," I said. "You didn't, you didn't, you didn't!" he screamed, losing control of his temper instantly, and he bent over and squinted into the microscope. His head snapped up. "That's your eye!" he shouted, "You've fixed the lens so that it reflects! You've drawn your eye!"

5 Another course that I didn't like, but somehow managed to pass, was economics. I went to that class straight from the botany class, which didn't help me any in understanding either subject. I used to get them mixed up. But not as mixed up as another student in my economics class who came there direct from a physics laboratory. He was a tackle on the football team, named Bolenciewicz. At that time Ohio State University had one of the best football teams in the country, and Bolenciewicz was one of its outstanding stars.

6 One day when we were on the subject of transportation and distribution, it came Bolenciewicz's turn to answer a question. "Name one means of transportation," the professor said to him. No light came into the big tackle's eyes. He had the look of a man who is being led into a trap. "That is," pursued the professor, "any medium, agency, or method of going from one place to another." Bolenciewicz had the look of a man who is being led into a trap. "You may choose among steam, horse-drawn, or electrically propelled vehicles," said the instructor, "I might suggest the one which we commonly take in making long journeys across land." There was a profound silence in which everybody stirred uneasily, including Bolenciewicz and Mr. Bassum. Mr. Bassum abruptly broke this silence in an amazing manner. "Choo-choo-choo," he said, in a low voice, and turned instantly scarlet. He glanced appealingly around the room. All of us, of course, shared Mr. Bassum's desire that Bolenciewicz should stay abreast of the class in economics, for the Illinois game, one of the hardest and most important of the season, was only a week off. Somebody else gave fine imitation of a locomotive letting off steam.

Mr. Bassum himself rounded off the little show. “Ding, dong, ding, dong,” he said, hopefully. Bolenciecwcwz was staring at the floor now, trying to think, his great brow furrowed, his huge hands rubbing together, his face red.

7 “How did you come to college this year, Mr. Bolenciecwcwz?” asked the professor. “Chuffa chuffa, chuffa chuffa.”

8 “M’father sent me,”⁴ said the football player.

9 “What on?” asked Bassum.

10 “I git an ’lowance,” said the tackle, in a low, husky voice, obviously embarrassed. “No, no,” said Bassum. “Name a means of transportation. What did you ride here on?”

11 “Train,” said Bolenciecwcwz.

12 “Quite right,” said the professor with face still red.

13 Ohio State was a land grant university⁵ and therefore two years of military drill was compulsory. We drilled with old Springfield rifles and studied the tactics of the Civil War even though the World War⁶ was going on at the time. At 11 o’clock each morning thousands of freshmen and sophomores used to deploy over the campus, moodily creeping up on the old chemistry building.

14 As a soldier I was never any good at all. Most of the cadets were glumly indifferent soldiers, but I was no good at all. Once General Littlefield, who was commandant of the cadet corps, popped up in front of me during regimental drill and snapped, “You are the main trouble with this university!” I was mediocre at drill, certainly—that is, until my senior year. By that time I had drilled longer than anybody else. I was the only senior still in uniform. The uniform which, when new, had made me look like an interurban railway conductor, now had become faded and too tight. This had a definitely bad effect on my morale.

15 The next day General Littlefield summoned me to his office. He was swatting flies when I went in. I was silent and he was silent too, for a long time. I don’t think he remembered me or why he had sent for me, but he didn’t want to admit it. He swatted some more flies, keeping his eyes on them narrowly before he let go with the swatter. “Button up your coat!” he snapped. Looking back on it now I can see that he meant me although he was looking at a fly, but I just stood there. Another fly came to rest on a paper in front of the general and began rubbing its hind legs together. The general lifted the swatter cautiously. I moved restlessly and the fly flew away. “You startled him!” barked General Littlefield, looking at me severely.

I said I was sorry. “That won’t help the situation!” snapped the General with cold military logic. I didn’t see what I could do except offer to chase some more flies toward his desk, but I didn’t say anything. Finally, he told me I could go. So I went. He either didn’t know which cadet I was or else he forgot what he wanted to see me about. I don’t know. I don’t think about it much any more.

—From *My Life and Hard Times*

New Words and Expressions

botany /'bɒtəni/ *n.*

scientific study of plants

microscope /'maɪkrəskəʊp/ *n.*

an instrument that makes very small objects larger, and so can be used for examining them

enrage /ɪn'reɪdʒ/ *vt.*

to make very angry

instructor /ɪn'strʌktə(r)/ *n.*

person who teaches an activity

nebulous /'nebjʊləs/ *adj.*

not clear esp. in meaning or expression; vague

claim /kleɪm/ *vt.*

to declare to be true; state esp. in the face of opposition; maintain

pretend /prɪ'tend, pri:-/ *vi.*

to give an appearance of something that is not true

substance /'sʌbstəns/ *n.*

material; type of matter

phenomenon /fɪ'nɒmɪnən, fə-/ *n.*

a fact or event in nature (or society) as it appears or experienced by the senses, esp. one that is unusual and/or of scientific interest

adjust /əd'ʃʌst/ *vt.*

to change slightly, esp. in order to make suitable for a particular job or new conditions

restless /'restləs/ *adj.*

never quiet; always moving about

defer /dɪ'fɜ:(r)/ *vt. & vi.*

to put off or hold back until a later date; delay; postpone

quiver /'kwɪvə(r)/ <i>vi.</i>	to tremble a little
squeal /skwi:l/ <i>vi.</i>	to make a very long high sound or cry
scream /skri:m/ <i>vi.</i>	to cry out loudly on a high note
instantly /'ɪnstəntli/ <i>adv.</i>	at once
reflect /rɪ'flekt/ <i>vt.</i>	to throw back; to express; to consider carefully
economics /i:kə'nɒmiks/ <i>n.</i>	the science of the way in which industry and trade produce and use wealth
tackle /'tækl/ <i>n.</i>	(in football) and act of trying to take the ball from an opponent
transportation /ˌtræns'pɔ:t'eɪʃən, ˌtrænz-, ˌtræn-/ <i>n.</i>	a means or system of carrying passengers or goods from one place to another
distribution /ˌdɪstrɪ'bju:ʃən/ <i>n.</i>	the act or action of distribution or the state of being distributed
propel /prə'pel/ <i>vt.</i>	to move, drive, or push (steadily) forward
profound /prəʊ'faʊnd/ <i>adj.</i>	deep, complete, very strongly felt
abruptly /ə'brʌptli/ <i>adv.</i>	suddenly and unexpectedly
scarlet /'skɑ:lɪt/ <i>adj.</i>	of a very bright red color
appealing /ə'pi:liŋ/ <i>adj.</i>	able to move feelings
locomotive /'ləʊkə'məʊtɪv, ˌləʊkə'm-/ <i>n.</i>	concerning or causing movement
squint /skwɪnt/ <i>vi.</i>	to look with almost closed eyes, as at a bright light or in aiming a gun
furrow /'fʌrəʊ/ <i>v.</i>	to make a deep line or fold in the skin of the face, esp. the forehead
husky /'hʌski/ <i>adj.</i>	(of a person or voice) difficult to hear and breathe, as if the throat were dry
grant /grɑnt/ <i>n.</i>	money given by the state, usu. for educational purposes, such as to a university or to a student during his studies; land given by a king or government

compulsory /kəm'pʌlsəri/ <i>adj.</i>	obligatory; which must be done by the law, orders
tactic /'tæktɪk/ <i>n.</i>	a means of getting a desired result
freshman /'frefsmən/ <i>n.</i>	a student in his or her first year at university
sophomore /'sɒfəməʊ(r)/ <i>n.</i>	a student in the second year of a course in a US college or high school
deploy /di'plɔɪ/ <i>vi.</i>	to spread out, use, or arrange for action, esp. for military action
creep /kri:p/ <i>vi.</i>	to move slowly and quietly with the body close to the ground
cadet /kə'det/ <i>n.</i>	a person studying to become an officer in one of the armed forces or the police; a person who is a member of a cadet corps
glumly /'glʌmli/ <i>adv.</i>	sadly; in low spirit
indifferent /ɪn'dɪfərənt/ <i>adj.</i>	not interested in; not caring or noticing
commandant /kəmən'dænt/ <i>n.</i>	the chief officer in charge of military organization
corps /kɔː/ <i>n.</i>	a trained army group with special duties and responsibilities; a branch of the army equal in size to 2 divisions; a group of people united in the same activity
pop /pɒp/ <i>vi.</i>	to make a short sharp explosive sound
regimental /ˌredʒɪ'mentl/ <i>adj.</i>	of a regiment
snap /snæp/ <i>vi.</i>	to close the jaws quickly on
mediocre /ˌmɪdɪ'əʊkə(r), 'mɪdɪ'əʊkə(r)/ <i>adj.</i>	of not very good or bad quality or ability, usu. not good enough
interurban /ˌɪntər'ɜːbən/ <i>adj.</i>	between towns
conductor /kən'dʌktə(r)/ <i>n.</i>	esp. AmE. the guard on a train
fade /feɪd/ <i>vi.</i>	to (cause to) lose strength, colour, freshness, etc.