



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 泛读 College English

总主编 董亚芬

EXTENSIVE READING

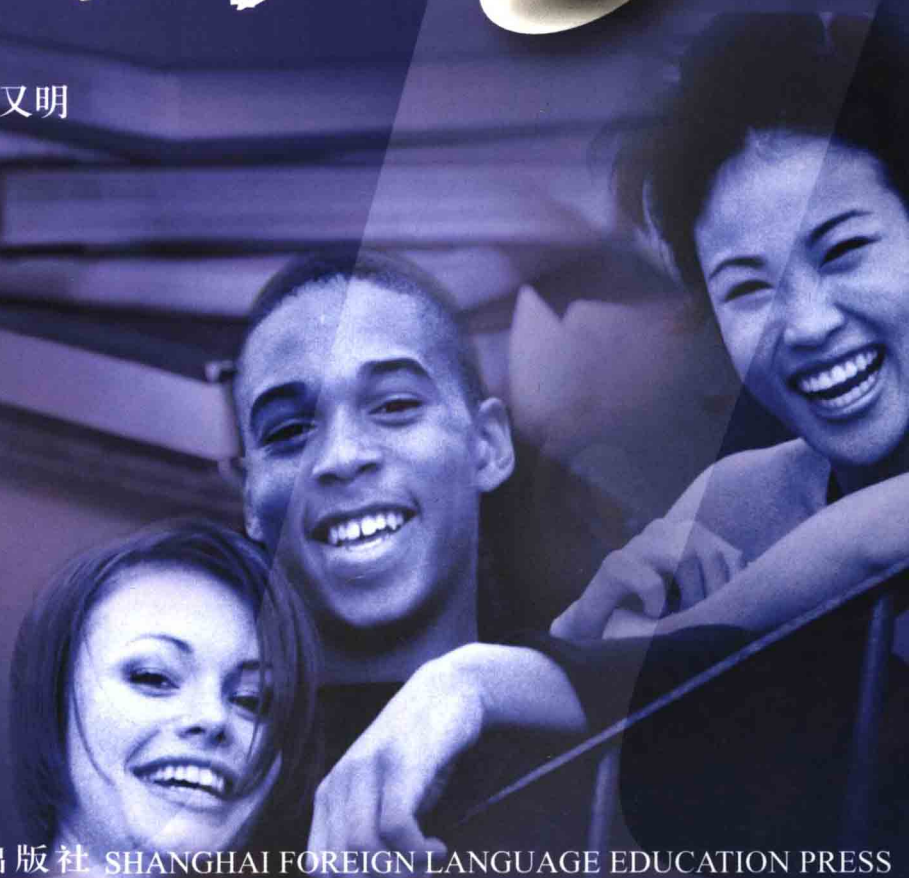
学生用书 STUDENT'S BOOK

Book 1

主 编 张砚秋 解又明



上海外语教育出版社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS





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江苏工业学院图书馆

藏书章



上海外语教育出版社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

大学英语泛读. 第1册 / 张砚秋, 解又明主编. —3版.

—上海: 上海外语教育出版社, 2006

大学英语(第三版) / 董亚芬总主编

学生用书

ISBN 7-81095-830-5

I. 大… II. ①张… ②解… 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(2005)第 113573 号

本书部分图片由北京全景视拓图片有限公司 www.quanjing.com 提供, 部分图片由胡欣华拍摄。

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本书封底印有版纹印刷防伪图标。如对版本真伪存有疑问, 请致电本社反盗版办公室: 021 6536 6698

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杨自伍

印 刷: 上海长阳印刷厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 16.5 字数 411千字

版 次: 2006年6月第1版 2006年6月第1次印刷

印 数: 80 000 册

书 号: ISBN 7-81095-830-5 / H · 323

定 价: 20.00 元

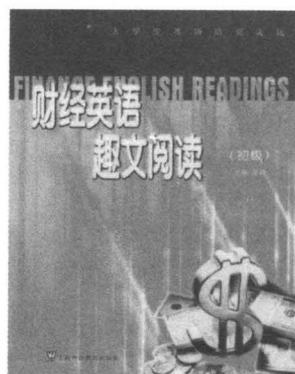
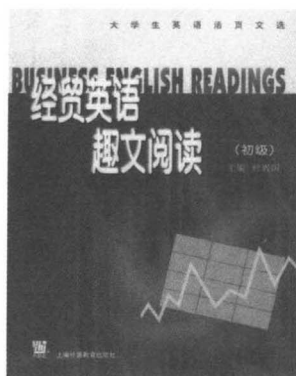
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“大学生英语活页文选”系列

——“英语学习”与“专业学习”的融合



为了培养新世纪复合型人才，增强英语的实用能力，上海外语教育出版社为大学生精心编写了“大学生英语活页文选”系列，包括财经、医学、经贸等多个专业，每个专业包括初级、中级、高级，旨在拓宽学生的阅读视野，并将英语学习与专业学习有机地融为一体。



本系列图书兼顾知识性、专业性、文学性、趣味性和实用性，特点鲜明：

- ★ 权威性高，语言地道，大部分选自国外原版刊物、网站；
- ★ 选材新颖，视点独特，围绕各个领域的热点问题；
- ★ 时代感强，选文大都发表于近几年，向读者介绍各领域的基本情况、背景知识、相关词汇，使读者由浅入深地了解专业知识；
- ★ 内容丰富，每篇文章后都配有相应的阅读理解和词汇练习，供学生检测自己的阅读理解能力。

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总 序

《大学英语》是遵照 1986 年国家教委审定的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

本次修订重点:

精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1)words to drill(通过反复操练能熟练掌握其用法的单词);(2)words to remember(能记住其形、音、义的单词);(3)words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生提高阅读理解能力的同时适当扩大词汇量。

听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍

及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经验,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006 年 3 月

编者的话

《大学英语》系列教材自 1986 年问世以来,为适应教学形势的变化,几经修改,于 1992 年出版正式本,并于 1998 年进行了修订。这套教材使用了 20 年,受到使用院校的广泛欢迎,曾先后获国家级奖项,它的生命力在于与时俱进,不断更新,不断完善。

本书为《大学英语》系列教材(第三版)泛读教程。本次修订是按照 2004 年教育部颁布的《大学英语课程教学要求(试行)》并结合当前我国大学英语的实际情况而进行的。因此,我们的修订的方向是:在提高阅读能力的同时,要注重培养学生综合应用英语的能力。

本次修订时不改变原书的体例,即每册十个单元,每单元三篇课文。由于各院校课程安排不同,各地学生阅读能力存在差异,各院校可视具体情况有选择地使用本教材。我们在编排时,每个单元的第一课内容更精彩些,使用时可着重处理。

每篇课文后有两种练习,一是阅读练习,二是词语应用练习。词语应用练习的形式力求多样、新颖,例如多义词用法小结、小词的活用及搭配、同形异义词辨析、以及词的派生等,既能帮助归纳已学知识,又能锻炼学生的应变和适应能力。阅读练习是一定要做的,词语练习可根据个人需要和能力,或全做或选做一部分。为了提高学习兴趣,每十五课后增加一个自测练习,备有供休闲阅读的篇章,学生可自己检查阅读能力的提高。(英译汉及词语练习答案均在“教师用书”里。)

在此次修订时,我们侧重于方便读者,把脚注改为边注。我们的注释原则是:根据 2000 版《大学英语教学大纲词汇表》,中学词汇一律不注,只注四级以上词汇。同根词,在释义不变的情况下,不予重注。由于全国外语教学发展不平衡,各地学生的词汇量相差悬殊,我们的出发点是尽量照顾英语基础相对薄弱的学生。有些单词对某些学生不是生词,但对另一些学生可能是生词,边注尽量为后者提供便利,免去他们查阅字典的麻烦。不过读者应当记住,边注的目的是有利于阅读,而不是给阅读造成障碍。当你阅读时,最好养成一气呵成的阅读习惯,培养从上下文猜测词义的能力,如无阅读障碍,不必顾及边注。当你遇到词语障碍时,再去求助于边注。此外,课文后面列有某些背景知识和长句释义,供贯通理解课文时参考。注码不带圈者为边注,注码带圈者为篇末注释。

总之,泛读教程力求为英语学习提供阅读的园地,注重培育学习兴趣,有助于学生课外积极主动地进行学习,以达到巩固词汇、拓宽知识面、熟悉英语国家文化的目的。我们希望这本泛读教程能成为读者掌握和应用英语的好帮手。

《泛读》(试用本)于 1986 年问世时,曾得到主审王岷源老先生的耐心指导。此次的再修订得到了北京大学大学英语教研室的鼎力相助,并得到中国人民大学外语学院田育英教授等几位老师的大力支持,在此深表谢意。

焦英、吕钰凡、周学艺老师曾参加本书以前的编写修订工作,特此致谢。

由于编者水平与精力有限,教材中难免还有缺憾,衷心希望读者像往常一样关心爱护这套教材,多加批评指正。

编者

2006 年 3 月



Contents

UNIT ONE 1

- 1. My Uncle Theo 1
- 2. Never Late — The Flying Bluebird 8
- 3. Never Late — The Man in Blue 15

UNIT TWO 22

- 4. The Winter's Snow 22
- 5. The Four Seasons in England 29
- 6. The Missing Five-Pound Note 37

UNIT THREE 43

- 7. A Useful Stick 43
- 8. Travelling Light 51
- 9. Your Breakfast Is Served, Madam 58

UNIT FOUR 65

- 10. Cowboys 65
- 11. The Garden of Eden 72
- 12. A Surprise for Mr. Koffer 80

UNIT FIVE 88

- 13. Socrates 88
- 14. The Date Father Didn't Keep 95
- 15. Flying Objects 101

TEST YOURSELF (1) 110

UNIT SIX 115

- 16. The Record 115
- 17. The Seven Gifts 123
- 18. The Glove 131

UNIT SEVEN 138

- 19. A Good Night's Sleep 138
- 20. Working for the Future 146
- 21. A Difficult Interview 153

UNIT EIGHT 160

- 22. Two Letters from London 160
- 23. Pets 169
- 24. En Route 174

UNIT NINE 180

- 25. Queen Cleopatra 180
- 26. Chance 187
- 27. Cambridge — A University Town 195

UNIT TEN 202

- 28. Trees Make Cents 202
- 29. Here It Comes, There It Goes 209
- 30. Personal Banking 217

TEST YOURSELF (2) 225

APPENDICES: 231

- I. Glossary 231
- II. Key to Text Yourself (1) and (2) 250
- III. Key to Comprehension of the Text 251



Unit One

1. My Uncle Theo



Text

Two candidates were each asked to give a public lecture so that the committee could decide which one to take. To the great surprise of the audience, the poor performer won the post. What, you may be wondering, made the committee arrive at such a decision? Read the story to the very end and you will find out.

My Uncle Theo is a man with real brains.^① He is my oldest uncle, a tall, thin, grey-haired man whose thoughts are always on learning and nothing else. He is quiet, gentle and absent-minded and with about as much sense as a child where money is concerned.^② Well, he applied¹ for a post in Camford University. It was a very good post and there were hundreds of candidates² who applied for it, and about fifteen, including Theo, were asked to go to be interviewed³.

Camford is a very small town; there is only one hotel in it, and this was so full that they had to put many of the candidates two in a room. Theo was one of these, and the man who shared the room with him was a self-confident fellow called Adams, about twenty years younger than Theo, with a loud voice, and a laugh that you could hear all over the hotel. But

1. apply /ə'plai/ vt. 申请

2. candidate /'kændidət/ n. 候选人

3. interview /'intəvju:/ vt. & n. 面试

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**Uncle Theo**

he was a clever fellow all the same and had a good post in Iscariot College, Narkover. Well, the Dean, that's the head of the department of the University, and the committee⁴ interviewed all the candidates; and, as a result of this interview, the number was reduced to two,³ Uncle Theo and Adams. The committee couldn't decide which of the two to take, so they decided to make their final choice after each candidate

had given a public lecture in the college lecture-hall. The subject they had to speak on was "The Civilization⁵ of the Ancient⁶ Sumerians⁴"; and the lecture had to be given in three days' time.

Well, for three days Uncle Theo never left his room. He worked day and night at that lecture, writing it out and memorizing it, almost without eating or sleeping. Adams didn't seem to do any preparation at all. You could hear his voice and his laughter in the bar where he had a crowd of people round him.

He came to his room late at night, asked Uncle Theo how he was getting on with his lecture, and then told him how he had spent the evening playing bridge, or at the music-hall. He ate like a horse and slept like a log;⁵ and Uncle Theo sat up working at his lecture.

The day of the lecture arrived. They all went into the lecture-room and Theo and Adams took their seats on the platform⁷. And then, Theo discovered, to his horror, that the typewritten copy of his speech had disappeared! The Dean said they would call on the candidates in alphabetical order, Adams first; and, with despair⁸ in his heart, Theo watched Adams calmly take the stolen speech out of his pocket and read it to the professors who were gathered to hear it. And how well he read it! Even Theo had to admit that he couldn't have read it nearly so eloquently⁹ himself, and when Adams finished there was a great burst of ap-

**Adams**

4. committee /kə'mɪtɪ/ n.
委员会

5. civilization /ˌsɪvɪlaɪ'zeɪʃən/
n. 文明

6. ancient /'eɪnfənt/ a.
古代的, 古老的

7. platform /'plætfɔ:m/ n.
讲台; 站台

8. despair /dis'peə/ n. 绝望

9. eloquently /'eləkwəntli/
ad. 表达流畅地, 雄辩地



55 plause¹⁰. Adams bowed and smiled, and sat down.

Now it was Theo's turn. But what could he do? He had put everything he knew into that lecture. His mind was too much upset¹¹ to put the same thoughts in another way. With a burning face he could only repeat, word for word, in a low, dull voice
60 the lecture that Adams had spoken so eloquently. There was hardly any applause when he sat down.

The Dean and the committee went out to decide who the successful candidate was, but everyone was sure what their decision would be. Adams leaned¹² across to Theo and patted him
65 on the back and said, smilingly, "Hard luck, old fellow, but, after all, only one of us could win."

Then the Dean and committee came back. "Gentlemen," the Dean said, "the candidate we have chosen is Mr. Hobdell." Uncle Theo had won! The audience¹³ were completely
70 taken by surprise, and the Dean continued, "I think I ought to tell you how we arrived at that decision. We were all filled with admiration¹⁴ at the learning and eloquence of Mr. Adams. I was greatly impressed; I didn't think he had it in him. But, you will remember, Mr. Adams read his lecture to us. When
75 Mr. Hobdell's turn came, he repeated that speech, word by word from memory, though, of course, he couldn't have seen a line of it before. Now a fine memory is absolutely¹⁵ necessary for this post; and what a memory Mr. Hobdell must have! That is why we decided that Mr. Hobdell was exactly¹⁶ the man
80 we wanted."

As they walked out of the room, the Dean came up to Uncle Theo, who was so confused but so happy that he hardly knew whether he was standing on his head or his heels; and as he shook Theo's hand he said, "Congratulations¹⁷, Mr. Hobdell! But, my dear fellow, when you are on our staff,[®] you
85 must be more careful and not leave valuable papers lying about!"

10. applause /ə'plɔ:z/ n.

鼓掌,喝彩

11. upset /ʌp'set/ a. 烦乱

12. lean /lin/ vi. 屈身

13. audience /'ɔ:djəns/ n.

听众,观众

14. admiration /,ædmə'rei-
ʃən/ n. 钦佩

15. absolutely /'æbsəljutli/
ad. 绝对地

16. exactly /ig'zæktli/ ad.
正巧,恰恰

17. congratulation /kəngræt-
ju'leɪʃən/ n. 祝贺

From Essential English for Foreign Students. Book III. C.E. Eckersley. Longman. 1974.



Notes

- ① My Uncle Theo is a man with real brains (*L. 1*): He has the ability to think clearly and learn quickly.
- ② with about as much sense as a child where money is concerned (*L. 4*): He, like a child, does not know the value of money.
- ③ the number was reduced to two (*L. 21*): Finally there were only two candidates left.
- ④ the Ancient Sumerians /su'mɛəriənz/ (*L. 27*): 古苏美尔人 people who were the earliest to live in the southern part of ancient Mesopotamia(美索不达米亚)between Babylon (巴比伦) and the Persian Gulf, where the world's first urban civilization evolved
- ⑤ He ate like a horse and slept like a log (*L. 37*): 他吃得很多,睡得很沉。
- ⑥ when you are on our staff (*L. 85*): when you become a member of our department



Exercises



Comprehension of the text

1. Read the following statements and decide whether they are true (T) or false (F) according to the text.

1. Many people applied for the post at Camford University because it was a good one. T ☐ F ☐
2. While staying at Camford, each candidate had to share a room with another two candidates. T ☐ F ☐
3. The subject "The Civilization of the Ancient Sumerians" required the speaker to have a good knowledge of history. T ☐ F ☐
4. Both Uncle Theo and Adams worked day and night at their lectures. T ☐ F ☐

Unit One 1. My Uncle Theo

5. Adams knew quite well that Uncle Theo was an absent-minded man. T ☐ F ☐
6. When Adams finished his speech, there was hardly any applause. T ☐ F ☐
7. When the Dean announced Theo had won, the audience were greatly surprised. T ☐ F ☐
8. Adams did not win the post because of his dishonesty. T ☐ F ☐

2. Choose the best answer to each of the following questions based on the information from the text.

1. Which of the following best describes Uncle Theo?
A) Good-mannered. B) Modest.
C) Childish. D) Bookish.
2. What do we know about the post at Camford University?
A) The applicants had to sit for an examination.
B) There was much competition for the post.
C) The post required a lot of teaching experience.
D) The post offered a high salary.
3. Adams did not bother to do any preparation because _____.
A) he was quite familiar with the subject
B) he knew the committee members well
C) he had full confidence in himself
D) he had a well-thought-out plan
4. When Uncle Theo's turn came, _____.
A) he felt so angry that he could not utter a word
B) he felt so upset that he could not remember anything
C) he had to put the same thoughts in another way
D) he had to repeat the speech, word by word from memory
5. When the committee went out, Adams _____.
A) could not help feeling worried
B) could hardly wait to show his joy
C) felt sorry for Theo and tried to cheer him up
D) felt ashamed and tried to chat with Theo
6. Theo became successful because _____.
A) he had a better memory than Adams
B) he was more experienced in teaching than Adams
C) the committee knew he was exactly the man they wanted
D) the committee knew Adams had stolen Theo's speech