

21ST CENTURY COLLEGE ENGLISH

# 21 世纪 大学英语 泛读 1

## *Extensive Reading 1*

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ENGLISH

# 21 世纪 大学英语 泛读(1)

*Extensive Reading (1)*

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## 内 容 提 要

《21 世纪大学英语泛读》是对现行主修教材阅读量的拓展和补充,旨在帮助学生扩大阅读面,提高阅读理解水平,巩固所学过的知识和加强语言综合能力的培养。文章均选自因特网和最近几年出版的英美书报、杂志。本教材分 1 至 4 册,每册含 10 个单元,30 篇文章。

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冯奇教授领衔编写的《21 世纪大学英语泛读》系列教材即将问世,这是一件可喜可贺的事。它向英语学习者们提供了一条学好英语的有效途径:泛读。“泛”者,广泛之谓也。学好英语非多读、泛读不可。现在,我们十分强调学习外语旨在培养跨文化交际的能力。人们对交际能力的模式有不同的解释,但语言能力则是任何一种交际能力模式中最为基本的范畴,它包括由语法、词汇和语音组成的语言知识以及由听、说、读、写组成的语言技能。其中,读的技能尤为重要,而这种技能只有通过大量阅读才能获得;再则,多读与培养写的技能密不可分,这一点自不待言;即便听、说,也与读不无内在联系。

每一篇文章、每一部书籍都是地道的英语老师,是出国门就业已创造好的英语环境。诚然,阅读是一个复杂的心理过程,是认知和言语交际的过程,是篇章意义“构思”的过程,它是通过并用自下而上(bottom-up)和自上而下(top-down)的方法得以实现的。这种心理语言学上的论断可以留给学者们去研究,但阅读给学习者带来的收获确实是显而易见的。通过阅读,可以全面提高英语技能,增加英语民族文化背景知识,以达到准确理解和运用英语的目的;可以学会篇章分析的方法,了解各种衔接手段,进而提高阅读的质量和写作的能力;可以学会运用语用知识,凭借语境(context)弄清文字的言外之意,明了作者思路的来龙去脉;可以学会区分不同的文体,保证语言使用的适切性。此外,大量阅读也是巩固和扩大词汇量的好方法。词汇是语言的基本素材,掌握词汇是听、说、读、写的前提,是基础。在某



种意义上,词汇量的大小决定着语言能力和交际能力的高低。通过阅读,可以根据上下文认识新的词语,对自己言语库中的语汇不断温故知新,取得提高记忆的效果。

凡此种种无非是在说明阅读,尤其是大量阅读的重要性,也是在说明《21 世纪大学英语泛读》值得称道的原因。它给学习者们提供了大量名篇佳作,语言纯正,题材鲜活,富有时代气息,可读性强。倘若再能多兼顾一些体裁,除了选用说明文之外,再收进一些散文、小说、戏剧,乃至诗歌,读起来或许会更有兴味。

徐 钟

2002 年秋



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# Unit One



TEXT

*A*

• • • *Getting Ready to Read* • • •

## Task A-1

Look at the title of this text and try to answer the following questions.

1. If you were a teacher, would you give A's to all your students? Why?
2. What are the possible consequences of giving A's to every student?
3. What do you think will happen to the society if everyone is given A's?

## Task A-2

The following words can help you understand this text. Are you familiar with them? Match the words with the definitions following them.

affluent	witness	illiterate	devastating	penalty
dynamism	parasitical	flourish	allocation	budget

TEXT A

TEXT B

TEXT C



- parasitical 1. being supported by the generosity or efforts of others
- illiterate 2. unable to read or write
- affluent 3. having plenty of money or other possessions
- penalty 4. a punishment for breaking a law, rule, or legal agreement
- allocation 5. the act of giving shares or setting apart sth. (e.g. money)
- budget for a particular purpose
- devastating 6. completely destructive
- 7. a plan of how to spend money
- dynamism 8. the quality of being powerful, forceful, or active
- witness 9. to see or notice (sth.) by being present when it happens
- flourish 10. to be alive and well

### • • • Reading Carefully • • •

#### Task A-3

Read the following text carefully. As you read, think about the various harmful consequences of giving A's to everyone at school or in society.

#### Giving A's to Everyone

- 1 I believe that we all accept the principle that an affluent society must do what it can to prevent hunger and misery, and also to provide equality of opportunity to those who have been denied it. But how far can a society go in the redistribution of wealth without changing the very nature of society? I think this is a problem that we've got to face. I do not think that a majority in Congress are trying to face it, or realize that it is a problem, because so many of them are still hard at work at this business of redistributing income.
- 2 All that reminds me of what happened in the universities during the 1960's and 1970's—events that I witnessed from a ringside seat. During this period we had a fashion of giving A's to every student—there were no failures. The effect



on academic life was devastating. When illiterate or lazy students could get an A average, good students stopped studying. The result was a profound change in academic life: formerly dropouts were those who failed in their studies; in the 1960's and 1970's most of the dropouts were the most gifted and brilliant students, who found that college had become meaningless.

- 3 What happens in the schools is not unlike what happens in society at large when the penalties of improvidence, laziness, or ignorance are not just softened, but removed. When there is no such thing as failure, there is no such thing as success either. Motivation, the desire to excel, the urge to accomplishment—all these disappear. The dynamism of society is lost.
- 4 This, I'm afraid, is the direction in which our society has been going steadily for many years. The biggest losers are the brightest and most capable men and women. But the average person is a loser too. Faced with no challenge, assured of a comfortable living whether they work or not, such persons become willing dependents, content with a parasitical relationship to the rest of society.
- 5 What is significant in our time is that there is a whole class of people interested in encouraging this parasitism. Many welfare officials and social workers are threatened with a loss of their power if there is a marked reduction in the number of their clients, so they are motivated to increase rather than decrease welfare dependency.
- 6 Politicians, too, have flourished by getting increased federal grants for this or that disadvantaged group. They go back to their constituents and say "look what I've done for you" and get reelected. These are the office-holders who are far more interested in being reelected than in doing what is good for people, good for the economy, good for the nation.
- 7 If everybody is rewarded just for being alive, you get the same sort of effect as you do when you reward every student just for being enrolled. You destroyed not only education, you destroy society by giving A's to everyone. This is a



philosophical consideration that bothers me very much as I sit in the United States Senate and see its great budget allocations going through.

(518 words)

### • • • Studying New Words • • •

#### Task A-4

Read the following words carefully and try your best to remember them.

affluent	a.	富裕的
redistribution	n.	再分配
Congress	n.	国会
ringside	a.	紧靠着比赛场的; 近距离的
academic	a.	学术的
devastating	a.	破坏性的
penalty	n.	惩罚
improvidence	n.	无远见
motivation	n.	动机
dynamism	n.	推动力
parasitical	a.	寄生的
welfare	n.	福利
client	n.	客户
flourish	vi.	繁荣; 兴旺; 成功
constituent	n.	选民
enroll	vt.	注册
Senate	n.	参议院
budget	n.	预算
allocation	n.	分配; 配给物; 划拨款项



• • • **Reviewing What You've Read** • • •**Task**  
**A-5**

Think about what you've just read, and then choose the best answer to each of the following questions.

1. How does the author start this text?
  - A. By stating the present conditions of an affluent society.
  - ☒ B. By presenting the background of the problem he will discuss.
  - C. By describing what an affluent society means to the U.S. Congress.
  - D. By dealing with the problems we are faced with.
2. What happened in the U.S. universities during the 1960's and 1970's?
  - A. Most of the good and poor students found college meaningless.
  - B. Those who failed in their studies dropped out of school.
  - C. Gifted and brilliant students could not receive A's.
  - ☒ D. No distinction was drawn between good and poor students.
3. What is the conclusion of this text?
  - A. It is true that everyone wants to be given A's.
  - ☒ B. Giving A's to everyone does harm to society.
  - C. Giving A's to everyone will merely destroy education.
  - D. No society wants to give A's to everyone.
4. Why does the author mention the 1960's and 1970's?
  - A. To show most of the dropouts were gifted.
  - B. To show every student can get A's.
  - C. To show what the students think about their university.
  - ☒ D. To cite an example to support his points.



5. Why are many welfare officials motivated to increase their clients?
- ☒ A. They are afraid of losing their power.
  - ☒ B. They gain a lot from their clients.
  - ☐ C. They encourage parasitism in society.
  - ☐ D. They are concerned with their dependents.
6. Why do politicians support dependency?
- ☐ A. They want to better serve the nation.
  - ☐ B. They want to be dependents themselves.
  - ☒ C. They want to be reelected.
  - ☐ D. They want to be sympathetic.
7. What is the main idea of this text?
- ☐ A. You can't provide equality of opportunity to everybody.
  - ☐ B. Only those who work hard can be rewarded.
  - ☐ C. You can't prevent hunger and misery in a rich country.
  - ☒ D. You destroy society by giving A's to everyone.

### Task A-6

What do you think would happen if everyone were given A's? Look back at the text and complete the following chart.

Persons	What would happen to them?
Illiterate or lazy students	
Gifted and brilliant students	
People faced with no challenge	
The biggest losers	
Average persons	
Politicians	
Welfare officials and social workers	



**TEXT****B****• • • Getting Ready to Read • • •****Task  
B-1**

Look at the title of this text and try to answer the following questions.

1. How can we develop a strong interest in reading?
2. What are some of the qualities of a good reader?
3. Why do students have to enhance their reading ability?

**• • • Reading Carefully • • •****Task  
B-2**

Read the following text carefully. As you read, think about the various ways to turn reluctant readers into eager pageturners.

**How to Turn Reluctant Readers  
into Eager Pageturners**

- 1 When asked to choose reading material at school, Jesse Dion invariably picked the thinnest book he could find. "Reading is boring," the sixth-grader would tell Diane Lafrenaye, the librarian at his Woonsocket, R. I., middle school.
- 2 Then at age 13 Jesse enrolled in a special program targeting reluctant readers. The rules were simple: he didn't have to finish any book he didn't like, and he could take as long as he wanted to finish those he enjoyed.



- 3 The magic began when Jesse realized how wide the world of reading was beyond textbooks: biographies, joke books, mysteries, science fiction. “I never knew there were such interesting books,” he says.
- 4 Today, at 16, Jesse reads a wide variety of literature—everything from *Frankenstein* to *The Call of the Wild*. “Jesse was the kind of kid many parents and teachers would have given up on as a reader,” says Lafrenaye. “He is proof that, with a little effort, just about any child can learn to enjoy books.”
- 5 Here are some simple yet powerful methods that have turned reluctant readers into eager pageturners.
- 6 **Tap into their interests.** Like Jesse, many kids just need to discover all the fascinating places books can transport them—to Mars, backstage at a rock concert, inside a car’s transmission. “Keep trying until you find whatever ignites that spark of interest,” suggests Mary Leonhardt, author of *99 Ways to Get Kids to Love Reading* and *100 Books They’ll Love*.
- 7 If your child balks at Shakespeare, offer comic books, fashion magazines or the Guinness Book of World Records. Give a baseball fan a children’s sports magazine or a biography of a favorite player.
- 8 **Allow your reader freedom.** “Parents need to make sure reading materials aren’t harmful,” says Leonhardt, “but beyond that, the emphasis should be on enjoyment.” It may be easier to let your child call the shots when she is reading *Jane Eyre* than when she is immersed in the *Clueless* series. But some of Leonhardt’s strongest students preferred “lightweight” books in grade school. One of her top pupils used to hang around the bookstore waiting for the next installment of *The Baby-sitters Club* to come out. The same student went on to study at Oxford.
- 9 **Relax.** If your child doesn’t stick with a book, try not to show your disappointment. “It’s fine for a child to start a book and not finish it,” says



Leonhardt. "Just be grateful that she has a book in hand."

- 10 Avoid using quotas, rewards and punishments. "If a child is reading for parental approval, it won't last long," says Susan Rosenzweig of the University of Rhode Island Graduate School of Library and Information Studies. "You want the desire to read to come from the child. Enjoyment isn't something you can command."
- 11 **Involve the family.** "Many parents wait until their children are asleep to sit down and read," says Ruth Graves, former president of Reading Is Fundamental, a nonprofit children's literary organization, "and consequently the kids don't think of Mom or Dad as readers." Let your children see you reading.
- 12 While adults may treat reading as a solo activity, children like to share the experience. Little kids love being read to and appreciate a reader who ad-libs, hams it up and involves them in the story line. Many youngsters enjoy reading aloud to parents or siblings. Since older kids may want to share their opinions about what they're reading, familiarize yourself with their books. Consider treating your children to movies and plays based on books they've read.
- 13 "Progress may be slow, but never give up on a kid who isn't reading," says Leonhardt. "A love of reading is the greatest educational gift you can give your child—better than a private-school education, better than a computer, better even than a degree from Harvard. A love of reading changes everything."

(636 words)

• • • **Studying New Words** • • •

**Task**  
**B-3**

Read the following words carefully and try your best to remember them.

invariably

ad.

总是



reluctant	a.	勉强的
biography	n.	传记
mystery	n.	神秘
fiction	n.	小说
tap	vt.	发掘
fascinating	a.	迷人的
backstage	n.	幕后
ignite	vt.	点燃
spark	n.	火花
balk	vi.	畏缩不前
comic	a.	喜剧的
immerse	vt.	使沉浸于
installment	n.	(分期连载的)一部分
grateful	a.	感激的
quota	n.	定额
consequently	ad.	所以, 因此
solo	a.	单人的
ad-lib	vi.	即兴作出
ham	vt.	(把剧中角色等)演得过分
sibling	n.	同胞
familiarize	vt.	使熟悉

• • • **Reviewing What You've Read** • • •

**Task  
B-4**

Think about what you've just read, and then choose the best answer to each of the following questions.

- What aroused Jesse's interest in reading?
  - Good reading material.
  - A funny textbook.