



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 精读 College English

总主编 董亚芬
INTENSIVE READING

学生用书 STUDENT'S BOOK

Book 4

主 编 李荫华



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



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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），以帮助学生在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百余所高等院校,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》的编者为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历,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多。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。外籍专家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

关于《大学英语》系列教材(第三版)编写的总体情况,在“总序”中已有说明,这里仅就精读的编写作一些补充。

1. 更新部分课文 随着时间的推移,原有的一些课文(包括阅读练习中的课文)内容已显陈旧,有必要代之以一些内容更具时代感的新课文。这次各册课文均有不同程度的更新,总体更新率超过30%。正如“总序”中所说,我们的选材原则未变,仍坚持题材的广泛、体裁的多样、语言的规范,并强调选文的趣味性、知识性和可思性。我们认为,这对打好语言基础,培养学生的综合素质是有利的。鉴于原修订本中的 *Supplementary Reading in Popular Science* 与整套教材的风格不尽协调,而新选的课文中也有几篇科普类文章,故在这次再修订时,根据广大使用者的建议,决定全部删除。

2. 改进练习设计 除适当修订原有的练习外,我们这次修订增加了惯用法(Usage)、听写(Dictation)和口语练习(Oral Practice)三个新项目,旨在加强听、说训练及使用英语的准确性。而原有的一些练习比如结构练习(Structure)虽看上去比较机械单调,但对打好语言基础却是必不可少的。如果能真正熟练地掌握全书(四册)约100个最常用的句型,亦将极大程度地提高英语说、写能力。

3. 分类处理词汇,保证重点 如“总序”中所说,这次修订继续采取上次修订时的办法,即把全书单词分为三类:(1) words to drill; (2) words to know; (3) words to have a nodding acquaintance with。各课的词汇练习、完形填空练习、翻译练习等均围绕 Words & Phrases to Drill 重新梳理,以保证常用词语能得到较充分的操练。另外,随着近年来中学英语教学水平的提高,大学新生入学时的词汇量已有所增加,所以本次修订我们把英语单词的起点由原来的1600个提高到了1800个。

本书为《大学英语》(第三版)精读第四册,供大学英语一般要求阶段学生使用。

本册共有十个单元,供一个学期使用。每一单元由课文(Text)、生词(New Words)和短语(Phrases & Expressions)、注释(Notes)、练习(Study & Practice)、阅读练习(Reading Activity)和有引导的写作(Guided Writing)六部分组成。

课文全部选用原文材料,但有少量删改。讲解课文时应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防止只讲语言点而忽略通篇内容的倾向,也要避免只注意文章内容而不重视语言基础训练的做法。

为便于学生学习,生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,并酌情加注汉语,难以用英语解释清楚的则直接用汉语释义。

注释尽量用浅近的英语,主要介绍有关的背景知识,说明一些特殊的语言现象,供学生预习时参考。

练习包括朗读和背诵(Reading Aloud and Memorizing)、课文理解(Comprehension of the Text)、词汇练习(Vocabulary Activities)、构词(Enriching Your Word Power)、惯用法(Usage)、结构(Structure)、完形填空(Cloze)、听写(Dictation)、翻译(Translation)和口语练习(Oral Practice)等部分。朗读和背诵练习主要要求学生正确掌握基本语调,熟记课文中有关段落和一些英语诗歌。课文理解练习要求学生根据课文回答问题或要求学生针对某些内容陈述自己的看法。有条件的班级可用一定的时间在教师引导下进行讨论,以提高学生的口头表达能力。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉现代英语中的主要构词法,熟练掌握一些常用的前缀、后缀,借以扩大词汇量。惯用法练习针对中国学生常犯、易犯的错误,每课讲一个问题,并配以一组练习,旨在提高学生使用英语时的准确性。结构练习的目的是使学生掌握一些英语常用句型,以提高学生的表达能力,尽量写出地道的英语。完形填空是一种综合性的练习,分1、2两篇。前者根据课文写成,主要围绕该课重点词和词组作语篇水平的操练;后者选自课外的文章。这一练习有一定难度,需要由教师予以启发引导。听写练习既可提高学生的听力水平,也可促使学生对单词拼写等基本功给予更多关注。翻译练习每课安排数句或成段汉译英,可作为课外书面作业。口语练习则可以给学生提供一个机会,在学完一篇课文后试着用英语交流想法。

阅读练习旨在培养学生的阅读技能,每一(或二)单元讲述一项技能,并配有相应的练习或一篇内容与课文相近的阅读材料;其中1—4级的大纲词汇及个别超纲词均加注汉语,放在文章前面,希望学生尽量掌握。教师应紧扣技能的培养,不必在语言现象的讲解上花太多时间。

有引导的写作,本册要求逐步做到按提示写成段文章,初步培养学生在语篇水平上的写作能力。

书中第五单元和第十单元后所设的自测题(Test Yourself),可帮助学生复习并巩固前面所学过的内容,书末附有参考答案。

总之,练习是按照《大学英语课程教学要求(试行)》和本册教程的要求编写的,练习量较大,难度适当照顾各类学生的需要。教师完全可以根据自己学生的具体情况有所选择地加以使用。

陈伟德、任建国两位同志曾参加本册第一版编写,特此致谢。

编 者
2006年3月

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Unit	Text	Poem	Word Power	Usage	Structure
1	Big Bucks the Easy Way <i>p. 1</i>		suffix: <i>-ee</i> ; compound nouns formed from phrasal verbs (pick-up, outbreak) <i>p. 13</i>	dozen <i>p. 15</i>	as (used as conjunction meaning "in the way that"); know better than ... <i>p. 16</i>
2	Deer and the Energy Cycle <i>p. 27</i>	The Deer <i>p. 33</i>	compound adjectives: <i>n.</i> + <i>v.</i> -ing (epoch-making); combining forms: <i>bio</i> , <i>eco</i> ; compound nouns <i>p. 37</i>	all, whole <i>p. 38</i>	a case in point, in the case of; not every / not all <i>p. 39</i>
3	Why Do We Believe That the Earth Is Round? <i>p. 51</i>		suffix: <i>-let</i> ; prefix: <i>fore-</i> ; adjectives from Latin (lunar, solar) <i>p. 61</i>	ellipsis with and / but / or <i>p. 63</i>	It does not follow that ...; if+past participle; to one's delight / surprise, etc. <i>p. 65</i>
4	Flight 93: What I Never Know <i>p. 78</i>	Dark Clouds <i>p. 86</i>	number prefixes: <i>uni-</i> / <i>mono-</i> , <i>bi-</i> / <i>di-</i> , <i>tri-</i> , <i>semi-</i> , etc. <i>p. 90</i>	both <i>p. 90</i>	whatever; not / no more than <i>p. 92</i>
5	To Lie or Not to Lie—The Doctor's Dilemma <i>p. 105</i>		suffixes: <i>-ary</i> , <i>-ory</i> ; compound adjectives: <i>n.</i> + <i>a.</i> (age-old) <i>p. 116</i>	also, as well, too <i>p. 117</i>	contrary to; the use of subordinate clauses <i>p. 118</i>
Test Yourself 1 (Units 1–5) <i>p. 129</i>					
6	How to Mark a Book <i>p. 146</i>	Who Hath A Book <i>p. 154</i>	loan words (<i>caviar</i> , <i>café</i>) <i>p. 158</i>	continual, continuous <i>p. 159</i>	no more ... than ...; so to speak; parenthesis <i>p. 160</i>
7	The Luncheon <i>p. 170</i>		suffix: <i>-ful</i> ; back formation <i>p. 184</i>	adverbs with two forms <i>p. 185</i>	anything but; more ... than is / was ... <i>p. 187</i>
8	The New Caves <i>p. 199</i>	Daffodils <i>p. 205</i>	combining form: <i>hydro-</i> ; conversion <i>p. 210</i>	amount, number <i>p. 211</i>	There is little / plenty, etc. to be said for ...; to a certain / large, etc. extent <i>p. 212</i>
9	The Education of a Physicist <i>p. 223</i>		suffix: <i>-ic(-ical)</i> ; prefix: <i>non-</i> <i>p. 234</i>	adjectives + that-clause <i>p. 235</i>	It strikes sb. that ...; appear to be / it appears, etc. <i>p. 236</i>
10	Why People Work <i>p. 248</i>	Be the Best of Whatever You Are <i>p. 256</i>	suffix: <i>-like</i> ; prefix: <i>inter-</i> ; combining form: <i>psych(o)-</i> <i>p. 261</i>	treat, cure, heal <i>p. 262</i>	rather than; used to, be used to; even though, even if <i>p. 263</i>
Test Yourself 2 (Units 6–10) <i>p. 275</i>					
Appendix 1 Tape Scripts and Key to Test Papers <i>p. 293</i>					

Reading Skill	Reading Passage	Writing
Avoiding Vocalization and Inner Speech <i>p. 19</i>	Winter Ice-cream Man <i>p. 20</i>	careful choice of words; construct a dialogue based on the text <i>p. 25</i>
Broadening Eye Span <i>p. 43</i>	Life and Death and Life <i>p. 45</i>	write a topic sentence; composition writing: <i>How to Solve the Energy Crisis</i> <i>p. 49</i>
Skimming (1) <i>p. 69</i>	Science & Truth <i>p. 70</i>	the use of specific details; composition writing: <i>Why Should We Attach Importance to Both Theory and Practice?</i> <i>p. 76</i>
Skimming (2) <i>p. 96</i>	Do Unto Others <i>p. 97</i>	how to make description more vivid; composition writing: <i>How to Win the War against Terrorism</i> <i>p. 103</i>
Distinguishing Fact from Opinion (1) <i>p. 121</i>	The Man Who Wrote His Own Obituary <i>p. 122</i>	write a concluding sentence; write a letter of application <i>p. 127</i>
Distinguishing Fact from Opinion (2) <i>p. 164</i>	Take It Easy to Learn Better <i>p. 164</i>	write arguments to support a topic sentence; composition writing: <i>How to Improve Your Reading Comprehension</i> <i>p. 168</i>
Making Sound Judgments (1) <i>p. 191</i>	John Rossiter's Wife <i>p. 191</i>	write a concluding sentence; write a short piece about a picture <i>p. 197</i>
Making Sound Judgments (2) <i>p. 215</i>	2001 Space Shuttle <i>p. 216</i>	parallel structure; composition writing: <i>Effects of Technological Advance on Humankind</i> <i>p. 220</i>
Recognizing Denotation and Connotation (1) <i>p. 241</i>	Charles Darwin and His Theory of Evolution <i>p. 242</i>	parallel structure; write about an incident that affects the choice of your career <i>p. 247</i>
Recognizing Denotation and Connotation (2) <i>p. 266</i>	Work <i>p. 267</i>	present arguments; composition writing: <i>True Happiness and Hard Work</i> <i>p. 273</i>
2 Glossary <i>p. 310</i>		

Unit 1



Warm-Up Questions

1. Is there an easy way to make money? If the answer is yes, what is it?
2. Have you ever taken a part-time job to support yourself while studying? Was it easy work?
3. If you were short of cash and had to sell something, what would you sell? Would you sell your books?



Two college-age boys, unaware that making money usually involves hard work, are tempted by an advertisement that promises them an easy way to earn a lot. The boys soon learn that if something seems too good to be true, it probably is.

Big Bucks the Easy Way

John G. Hubbell

- 1 "You ought to look into this," I suggested to our two college-age sons. "It might be a way to avoid the indignity of having to ask for money all the time." I handed them some magazines in a plastic bag someone had hung on our doorknob. A message printed on the bag offered leisurely, lucrative work ("Big Bucks the Easy Way!") of delivering more such bags.
- 2 "I don't mind the indignity," the older one answered.
- 3 "I can live with it," his brother agreed.
- 4 "But it pains me," I said, "to find that you both have been panhandling

5

so long that it no longer embarrasses you.”

⑤ The boys said they would look into the magazine-delivery thing. 10
Pleased, I left town on a business trip. By midnight I was comfortably
settled in a hotel room far from home. The phone rang. It was my wife. She
wanted to know how my day had gone.

⑥ “Great!” I enthused. “How was your day?” I inquired.

⑦ “Super!” she snapped. “Just super! And it’s only getting started. 15
Another truck just pulled up out front.”

⑧ “Another truck?”

⑨ “The third one this evening. The first delivered four thousand 20
Montgomery Wards. The second brought four thousand Sears, Roebucks. I
don’t know what this one has, but I’m sure it will be four thousand of
something. Since you are responsible, I thought you might like to know
what’s happening.”

⑩ What I was being blamed for, it turned out, was a newspaper strike 25
which made it necessary to hand-deliver the advertising inserts that
normally are included with the Sunday paper. The company had promised
our boys \$600 for delivering these inserts to 4,000 houses by Sunday
morning.

⑪ “Piece of cake!” our older college son had shouted.

⑫ “Six hundred bucks!” His brother had echoed, “And we can do the job 30
in two hours!”

⑬ “Both the Sears and Ward ads are four newspaper-size pages,” my
wife informed me. “There are thirty-two thousand pages of advertising on
our porch. Even as we speak, two big guys are carrying armloads of paper
up the walk. What do we do about all this?”

⑭ “Just tell the boys to get busy,” I instructed. “They’re college men. 35
They’ll do what they have to do.”

⑮ At noon the following day I returned to the hotel and found an urgent 40
message to telephone my wife. Her voice was unnaturally high and
quavering. There had been several more truckloads of ad inserts. “They’re
for department stores, dime stores, drugstores, grocery stores, auto stores
and so on. Some are whole magazine sections. We have hundreds of
thousands, maybe millions, of pages of advertising here! They are crammed

wall-to-wall all through the house in stacks taller than your oldest son. There's only enough room for people to walk in, take one each of the eleven inserts, roll them together, slip a rubber band around them and slide them into a plastic bag. We have enough plastic bags to supply every takeout restaurant in America!" Her voice kept rising, **as if working its way out of the range of the human ear**. "All this must be delivered by seven o'clock Sunday morning."

16 "Well, you had better get those guys banding and sliding as fast as they can, and I'll talk to you later. **Got a lunch date.**" 50

17 When I returned, there was another urgent call from my wife.

18 "Did you have a nice lunch?" she asked sweetly. I had had a marvelous steak, but knew better by now than to say so.

19 "Awful," I reported. "Some sort of sour fish. Eel, I think." 55

20 "Good. Your college sons have hired their younger brothers and sisters and a couple of neighborhood children to help for five dollars each. Assembly lines have been set up. In the language of diplomacy, there is 'movement.'"

21 "That's encouraging." 60

22 "No, it's not," she corrected. "It's very discouraging. They've been at it for hours. Plastic bags have been filled and piled to the ceiling, but all this hasn't made a dent, not a dent, in the situation! It's almost as if the inserts keep reproducing themselves!"

23 "Another thing," she continued. "Your college sons must learn that one does not get the best out of employees by threatening them with bodily harm." 65

24 **Obtaining an audience with son No. 1**, I snarled, "I'll kill you if you threaten one of those kids again! Idiot! You should be offering a bonus of a dollar every hour to the worker who fills the most bags." 70

25 "But that would cut into our profit," he suggested.

26 "There won't be



75

any profit unless those kids enable you to make all the deliveries on time. If they don't, you two will have to remove all that paper by yourselves. And there will be no eating or sleeping until it is removed."

27 There was a short, thoughtful silence. Then he said, "Dad, you have just worked a profound change in my personality." 80

28 "Do it!"

29 "Yes, sir!"

30 By the following evening, there was much for my wife to report. The bonus program had worked until someone demanded to see the color of cash. Then some activist on the work force claimed that the workers had no business settling for \$5 and a few competitive bonuses while the bosses collected hundreds of dollars each. The organizer had declared that all the workers were entitled to \$5 per hour! They would not work another minute until the bosses agreed. 85 90

31 The strike lasted less than two hours. In mediation, the parties agreed on \$2 per hour. Gradually, the huge stacks began to shrink.

32 As it turned out, the job was completed three hours before Sunday's 7 a.m. deadline. By the time I arrived home, the boys had already settled their accounts: \$150 in labor costs, \$40 for gasoline, and a like amount for gifts — boxes of candy for saintly neighbors who had volunteered station wagons and help in delivery and a dozen roses for their mother. This left them with \$185 each — about two-thirds the minimum wage for the 91 hours they worked. Still, it was "enough", as one of them put it, to enable them to "avoid indignity" for quite a while. 95 100

33 All went well for some weeks. Then one Saturday morning my attention was drawn to the odd goings-on of our two youngest sons. They kept carrying carton after carton from various corners of the house out the front door to curbside. I assumed their mother had enlisted them to remove junk for a trash pickup. Then I overheard them discussing finances. 105

34 "Geez, we're going to make a lot of money!"

35 "We're going to be rich!"

36 Investigation revealed that they were offering "for sale or rent" our entire library.

37 "No! No!" I cried. "You can't sell our books!" 110

- 38 “Geez, Dad, we thought you were done with them!”
- 39 “You’re never ‘done’ with books,” I tried to explain.
- 40 “Sure you are. You read them, and you’re done with them. That’s it. Then you might as well make a little money from them. We wanted to avoid the indignity of having to ask you for ...”

115

[1,179 words]

New Words

(黑正体表示四级词汇,黑正体后加[▲]符号表示六级词汇,黑斜体表示六级后词汇,白斜体表示纲外词汇)

buck[▲] *n.* (sl.) U.S. dollar

plastic /'plæstɪk, 'plɑ:stɪk/ *a.* 塑料的
n. (pl.) 塑料

doorknob *n.* 门把手

leisurely /'leɪʒəli/ *a.* unhurried 从容的,慢慢的

lucrative /'lu:krətɪv/ *a.* profitable 有利的;赚钱的

pain *vt.* cause pain to

panhandle /'pæn,hændl/ *vi.* (AmE) beg, esp. on the streets

delivery /dɪ'livərɪ/ *n.* delivering (of letters, goods, etc.) 投递;送交

enthuse /ɪn'θju:z/ *vi.* show enthusiasm

inquire /ɪn'kwɪə/ *vt.* ask

responsible /rɪ'spɒnsəbl/ *a.* having the duty of taking care of sth.; legally or morally in a position where one may be blamed for failure, etc. 有责任的;应负责任的

insert /'ɪnsɜ:t/ *n.* 插页

normally *ad.* in the usual conditions; ordinarily 通常

ad *n.* (short for) advertisement

inform /ɪn'fɔ:m/ *vt.* tell; give information to 告知

porch[▲] /pɔ:tʃ/ *n.* (AmE) veranda 门廊

armload *n.* as much as one arm or both arms can hold; armful

walk *n.* a path specially arranged or paved for

walking 人行道

instruct /ɪn'strʌkt/ *vt.* give orders or directions to (sb.) 向(某人)下命令或指示

unnaturally *ad.* in an unnatural way 不自然地

quaver /'kwɛɪvə(r)/ *vi.* (of the voice or a sound) shake; tremble 颤抖

truckload *n.* as much or as many as a truck can carry

department store *n.* a store selling many different kinds of goods in separate departments 百货公司

dime /daɪm/ *n.* coin of U.S. and Canada worth ten cents

dime store *n.* (AmE) a store selling a large variety of low-priced articles; variety store 廉价商品店;小商品店

drugstore /'drʌgstɔ:(r)/ *n.* (AmE) a store that sells not only medicine, but also beauty products, film, magazines, and food 药店,杂货店

grocery /'grəʊsəri/ *n.* a store that sells food and household supplies 食品杂货店

stack /stæk/ *n.* an orderly pile, heap or group of things 一叠(堆,垛等)

band *n.* flat, thin piece of material 带;带状物
vt. tie up with a band 捆扎

rubber band *n.* 橡皮筋

takeout *a.* (餐馆)出售外卖菜的

marvel(l)ous /'mɑ:vələs/ *a.* wonderful; astonishing

steak / steɪk / *n.* 牛排; 大块肉(或鱼)片

awful / 'ɔːfl / *a.* very bad, unpleasant, or of low quality 极坏的; 令人不快的; 糟透的

sour / 'saʊə / *a.* 酸的

eel / iːl / *n.* 鳗鲡

diplomacy / dɪ'pləʊməsi / *n.* 外交

encouraging / ɪn'kʌrɪdʒɪŋ / *a.* 鼓舞人心的

dent / dent / *n.* initial progress; a hollow in a hard surface made by a blow or pressure 初步进展; 凹痕, 凹坑

reproduce *vt.* produce the young of (oneself or one's own kind) 生殖, 繁殖

bodily *a.* of the human body; physical

snarl / snɑːl / *vt.* speak in a harsh voice 咆哮着说

bonus▲ / 'bəʊnəs / *n.* an extra payment to workers 奖金

enable / ɪ'neɪbl / *vt.* make (sb.) able to do sth. by providing them with whatever is necessary to achieve it 使能够; 使可能

thoughtful *a.* given to or indicating thought 沉思的, 思考的

cash / kæʃ / *n.* money in coins or notes 现金

activist *n.* a person taking an active part esp. in a political movement 激进分子

work force *n.* total number of workers employed in a particular factory, industry or area 工人总数; 劳动人口

claim / kleɪm / *vt.* state or declare (sth.) as a fact without being able to prove it 声称; 断言

competitive / kəm'petətɪv / *a.* 竞争的

organizer *n.* person who organizes things 组织者

entitle / ɪn'taɪtl / *vt.* give (sb.) the right to do or have sth. 给(某人)权利(或资格)

mediation / ,mɪːdɪ'eɪʃn / *n.* 调解

party *n.* one of the people or sides in an agreement or argument 一方; 当事人

gradually *ad.* slowly and by degrees

gradual *a.*

shrink (shrank, shrunk) *vi.* become less or smaller 减少; 变小

deadline *n.* fixed limit of time for finishing a piece of work 最后期限

gasoline / 'gæsəliːn / *n.* 汽油

like / laɪk / *a.* having some or all of the qualities or features of; similar 相似的; 相同的

candy / 'kændɪ / *n.* 糖果

saintly / 'seɪntli / *a.* of or like a saint; very holy or good (似)圣徒的; 神圣的; 崇高的

volunteer / ,vɒlən'tɪə / *v.* give or offer willingly or without being paid 自愿(做、提供等); 自愿

station wagon *n.* 小型客车, 客货两用车

minimum / 'mɪnɪməm / (*pl.* minima or minimums) *n.* the smallest possible amount, number, etc. 最低限度的量、数等

minimum wage *n.* the lowest wage permitted by law or by agreement for certain work 法定最低工资

odd *a.* strange; unusual

goings-on *n.* activities, usu. of an undesirable kind

carton / 'kɑːtən / *n.* a cardboard box for holding goods 纸板箱(或盒)

curbside / 'kɜːbsaɪd / *n.* the area of sidewalk at or near a curb

curb▲ *n.* 人行道的镶边石

enlist / ɪn'lɪst / *vt.* obtain the support and help of; cause to join the armed forces 取得…的支持和帮助; 招募

trash / træʃ / *n.* waste material to be thrown away; rubbish 垃圾

pickup *n.* a small light truck with an open back used for light deliveries 小卡车; 轻型货车

overhear▲ *vt.* hear by chance; hear without the knowledge of the speaker(s) 无意中听到; 偷听到

finance / faɪ'næns, frɪ'næns / *n.* money matters; (used in *pl.*) money; (science of) the management of funds 财政; 钱财; 金融

geez / dʒiːz / *int.* 哎呀, 呀

rent / rent / *n.* regular payment for the use of land, a room, etc.; sum of money paid in this way 出租; 租金