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大学英语 泛读教程

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APPROACHING
READING
EFFICIENCY



 复旦大学出版社

前言

听与读是语言输入的两个重要途径,而对于外语学习者来说,由于受到语言环境的限制,阅读就显得尤为重要。我们在学习外语的过程中,既需要有精细的阅读,以提高语言掌握的以及语言运用的准确性,又需要通过广泛阅读来达到一定的阅读量,从而获得一定的语言感觉,进而产生对语言理解和使用的一个质的飞跃。而一套能够让学习者喜欢读、容易读的泛读教材会更有助于提高学生的英语水平,开阔学生视野,丰富知识,启迪思想。

《大学英语泛读教程》就是本着这样的目的、依据教育部《大学英语课程教学要求》编写的,适合高等院校非英语专业的大学一、二年级学生使用的阅读教程。《大学英语泛读教程》已经出版使用近两年了。在此期间,一方面,各位编者也是该教材的使用者对该教材在使用过程中出现的问题与不足进行了反思;另一方面,为了保证教材内容的时效性,经过各位编者及部分使用者的认真讨论,仔细策划,我们对第一版教材进行了修订和完善,推出《大学英语泛读教程》(修订版)。《大学英语泛读教程》(修订版)新课文的比例为 25% 至 40%,其中本册新课文共 11 篇,与第一版相比,总修订量(含练习)达 40% 以上。

《大学英语泛读教程》(修订版)在秉承《大学英语泛读教程》(第一版)的目的和原则的基础上,力图突出以下特点:

一、增强其趣味性,适当调整难易度,使学生喜欢读、读得懂,以达到让学生积极主动地阅读,通过提高其阅读量,来提高其语言能力的目的。大学英语课堂教学的时间有限,泛读教材大部分需要学生课后自主阅读,因此教材的趣味性就显得尤为重要。为了增强其趣味性,我们一方面在文章的内容上选择贴近学生生活,让年轻人喜闻乐见的主题;另一方面,增强其时效性,尽量选择大众所关注的热点话题,以吸引学生的注意力。在语言上,尽量考虑学生的英语水平,选择表达流畅准确,学生读起来不会感觉太难于理解的文章,以保持并增强其阅读积极性。

二、注重体裁的多样性,主题的启迪性和语言的纯正性。一种语言会为我们打开一扇看世界的窗户,泛读会让我们透过这扇窗户看到五彩缤纷的世界。泛读的目的是打开学习者的视野,让其了解各种各样的体裁和风格,感受英语语言文化的魅力。因此,我们在选材时特别注意体裁的多样性以及风格的差异性,选

文中包括记叙文、散文、论说文、书信、演讲等等,风格有庄重的、朴实的、讽刺的、幽默的等等。主题方面在保证选材趣味性、时效性的同时,还考虑到主题的深刻性和启迪性。学生通过阅读所获得的决不仅仅是语言能力的提高,同时还应唤起他们对人生的思索,对社会的责任,对真善美的追求,以潜移默化地提高学生的综合素质。另外,我们还十分注重所选文章语言的纯正性,尽量选择母语是英语的作者的文章,以呈现给学生原汁原味的英语。

三、注重培养学生快速、准确、有效地获取信息的能力。我们在每篇文章后面都有针对性地设置了阅读理解练习题,一方面训练学生把握文章中心思想的能力,另一方面注重其在阅读中对于句子和词汇的正确理解和掌握,以逐步提高其阅读速度和理解能力。

本教程共分四册,每册 16 单元,每单元围绕一个主题,分为头脑风暴、阅读、开心一刻或名言警句三部分组成。其中阅读部分包括两篇文章(Text A 和 Text B) 每篇文章后面都附有词汇表、难点注释以及相应的练习题。由于课堂时间有限建议在教材的使用中采取课后自主学习为主、课堂教学为辅的原则。教师可根据实际情况选择其中的一篇用于课堂教学。本套书中词汇表中带★号的词汇为六级词汇,带▲号的为超纲词汇,未做标识的均为四级词汇。另外,每册书后附有该册全部练习答案,以供教师和学生参考。

《大学英语泛读教程》(修订版)采取集体研讨,分工负责的方式进行编写。主编及所有编者均为长期从事大学英语教学的一线教师。《大学英语泛读教程》(修订版)(第四册)的主编为慈丽妍,副主编为王卿岩、宋艳、于红梅、刘阳。其中王卿岩老师负责第 1 单元和第 10 单元课文 B 的编写以及第 1 至 4 单元的勘误工作;宋艳老师负责第 2 单元课文 B 和第 8 单元的编写以及第 9 至第 12 单元的勘误工作;于红梅老师负责第 5 单元和第 13 单元课文 B 的编写以及第 5 至 8 单元的勘误工作;刘阳老师负责第 11 单元课文 B 和第 15 单元课文 A 的编写以及第 13 至 16 单元的勘误工作。

《大学英语泛读教程》(第一版)(第四册)的主编为李田新,副主编为陈扬、刘洋、赵欣、尚菲菲,谨在此向她们对本书做出的贡献表示衷心的感谢。外籍专家 Kane Kevin 审阅了全部书稿,在此一并表示谢意。由于编者水平有限,教材中难免有不足和疏漏之处,恳请广大师生不吝赐教,批评指正,以使之不断完善。

编 者

2013 年春

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Unit 1

College



Part I Brainstorming

Answer the following questions.

1. How do you feel about your college life? Has it met your expectations?
2. Have you ever thought about the functions of college? What do you go to college for?
3. Do you think you are getting pleasure as well as knowledge from your major in college?



Part II Reading

Text A

Live and Learn: Why We Have College

Louis Menand

- 1 My first job as a professor was at an Ivy League^① university. The students were happy to be taught, and we, their teachers, were happy to be teaching them. Whatever portion of their time and energy was being eaten up by social commitments — which may have been huge, but about which I was ignorant — they seemed earnestly and unproblematically(没有问题地) engaged with the academic experience. If I was naïve(天真的,幼稚的) about this, they were gracious enough not to disabuse(使醒悟) me. None of us ever questioned the importance of what we were doing.
- 2 At a certain appointed hour, the university decided to make its way in the world without me, and we parted company. I was assured that there were no hard feelings. I was fortunate to get a position in a public university system, at a college with an overworked faculty, an army of part-time instructors, and sixteen thousand students. Many of these students were the first in their families to attend college, and any distractions they had

were not social. Many of them worked, and some had complicated family responsibilities.

3 I didn't regard this as my business any more than I had the social lives of my Ivy League students. I assigned my new students the same readings I had assigned the old ones. I understood that the new students would not be as well prepared, but, out of faith or ego, I thought that I could tell them what they needed to know, and open up the texts for them. Soon after I started teaching there, someone raised his hand and asked, about a text I had assigned, "Why did we have to buy this book?"

4 I got the question in that form only once, but I heard it a number of times in the unmonetized(非货币化的) form of "Why did we have to read this book?" I could see that this was not only a perfectly legitimate question; it was a very interesting question. The students were asking me to justify the return on investment in a college education. I just had never been called upon to think about this before. It wasn't part of my training. We took the value of the business we were in for granted.

5 I could have said, "You are reading these books because you're in college, and these are the kinds of books that people in college read." If you hold a certain theory of education, that answer is not as circular as it sounds. The theory goes like this: In any group of people, it's easy to determine who is the fastest or the strongest or even the best-looking. But picking out the most intelligent person is difficult, because intelligence involves many attributes that can't be captured in a one-time assessment, like an I. Q. test. There is no intellectual equivalent of the hundred-yard dash. An intelligent person is open-minded, an outside-the-box thinker, an effective communicator, is prudent, self-critical, consistent, and so on. These are not qualities readily subject to measurement.

6 Society needs a mechanism for sorting out its more intelligent members from its less intelligent ones, just as a track team needs a mechanism (such as a stopwatch) for sorting out the faster athletes from the slower ones. Society wants to identify intelligent people early on so that it can funnel them into careers that maximize their talents. It wants to get the most out of its human resources. College is a process that is sufficiently multifaceted (多层面的) and fine-grained(精细的) to do this.

7 College is, essentially, a four-year intelligence test. Students have to demonstrate intellectual ability over time and across a range of subjects. If they're sloppy or inflexible or obnoxious — no matter how smart they might be in the I. Q. sense — those negatives will get picked up in their grades. As an added service, college also sorts people according to aptitude. It separates the math types from the poetry types. At the end of the process, graduates get a score, the G. P. A. that professional schools and employers can trust as a measure of intellectual capacity and productive potential. It's important, therefore, that everyone is taking more or less the same test.

8 I could have answered the question in a different way. I could have said, "You're

reading these books because they teach you things about the world and yourself that, if you do not learn them in college, you are unlikely to learn anywhere else.” This reflects a different theory of college, a theory that runs like this: In a society that encourages its members to pursue the career paths that promise the greatest personal or financial rewards, people will, given a choice, learn only what they need to know for success. They will have no incentive to acquire the knowledge and skills important for life as an informed citizen, or as a reflective and culturally literate human being. College exposes future citizens to material that enlightens and empowers them, whatever careers they end up choosing.

9 In performing this function, college also socializes. It takes people with disparate backgrounds and beliefs and brings them into line with mainstream norms of reason and taste. Independence of mind is tolerated in college, and even honored, but students have to master the accepted ways of doing things before they are permitted to deviate. Ideally, we want everyone to go to college, because college gets everyone on the same page. It's a way of producing a society of like-minded grownups.

10 If you like the first theory, then it doesn't matter which courses students take, or even what is taught in them, as long as they're rigorous enough for the sorting mechanism to do its work. All that matters is the grades. If you prefer the second theory, then you might consider grades a useful instrument of positive or negative reinforcement, but the only thing that matters is what students actually learn. There is stuff that every adult ought to know, and college is the best delivery system for getting that stuff into people's heads.

(997 words)

New Words and Expressions

- | | |
|---------------------------------------|--|
| commitment <i>n.</i> (承担)义务; 许诺, 诺言 | attribute <i>n.</i> 属性; <i>vt.</i> 把……归因于 |
| make one's way 前进, 行进 | ★assessment <i>n.</i> 评价, 估价 |
| part company (with) 离开; 断绝关系 | intellectual <i>a.</i> 智力的; <i>n.</i> 知识分子 |
| appointed <i>adj.</i> 指定的, 约定的 | equivalent <i>n.</i> 相等物; <i>a.</i> 相等的; 等量的 |
| faculty <i>n.</i> 教职员; 能力, 才能 | dash <i>n.</i> 猛冲; <i>vt.</i> 使猛撞; 溅 |
| ★distraction <i>n.</i> 分心; 使分心的事 | ▲prudent <i>adj.</i> 精明的; 稳健的; 慎重的 |
| ego <i>n.</i> 自我; 自负; 自私 | consistent <i>adj.</i> 坚持的, 一贯的 |
| ▲legitimate <i>adj.</i> 正当的; 合法的; 正统的 | subject to 经受, 受到, 遭受 |
| justify <i>vt.</i> 证明……是正当的 | mechanism <i>n.</i> 机械结构; 机制, 机理, 机能 |
| circular <i>adj.</i> 圆的; 循环(论证)的 | sort out... (from...) 区分, 辨别 |
| intelligent <i>a.</i> 聪明的; 有智慧的 | gracious <i>adj.</i> 有礼貌的; 仁慈的 |
| intelligence <i>n.</i> 智力; 理解力; 情报 | ▲funnel <i>v.</i> 汇集 |

★maximize vt. 使增加/扩大/加强到最大限度	▲empower vt. 使能够; 授权, 准许
demonstrate vt. 论证, 说明; 展示, 表露	▲disparate adj. 根本不相同的, 全异的, 异类的
▲sloppy adj. 懒散的, (工作) 草率的	norm n. 规范, 准则; 标准; 定额
▲inflexible adj. 呆板的, 固定的; 刚直的, 不屈服的	★deviate vi. 越(轨), 脱离(常轨); 误入歧途 (from)
▲obnoxious adj. 可憎的, 讨厌的	★rigorous adj. 严密的, 精确的; 严格的, 严厉的
▲aptitude n. 天资, 才能; 颖悟, 聪颖	★reinforcement n. 加强, 强化; 增援, 支援
★incentive n. 刺激, 鼓励; 动机, 诱因	stuff n. 材料, 原料; 要素, 本质
enlighten vt. 启发, 开导	delivery n. 运送; 投递; 传送

Note

1. Ivy League: 常春藤联盟, 原指美国东北部 8 所院校组成的体育赛事联盟。这 8 所院校全部是美国私立一流名校, 包括: 布朗大学、哥伦比亚大学、康奈尔大学、达特茅斯学院、哈佛大学、宾夕法尼亚大学、普林斯顿大学及耶鲁大学。

Reading Comprehension

Answer the following questions according to the information from the text.

1. What does the author think is the difference between the students at the Ivy League university and the public university?
2. Why does the author regard the question “why did I have to buy or read this book?” as a legitimate and interesting question from the students?
3. What is the function of college according to the first theory mentioned in Paragraph 5?
4. On the basis of the second theory mentioned in Paragraph 8, what function does a college perform?
5. What is the difference between the two higher education theories?

Language Focus

Fill in the gaps with words from the box, changing the form where necessary.

justify	faculty	gracious	consistent	intelligence	demonstrate
equivalent	intellectual	reinforcement	stuff	attribute	delivery

1. The policeman was _____ in shooting the criminal in self-defense.
2. Despite his achievements, he retains an endearing sense of _____ and humility.
3. Maybe the earth has been visited by _____ creatures from outer space.
4. High levels of lead could damage the _____ development of children.

5. There is no exactly _____ French tense to the present perfect tense in English.
6. To conduct dialogues and hold negotiations on peaceful reunification has been our _____ position.
7. These magnificent ancient buildings _____ the great intelligence of the laboring people.
8. The climate of political confusion has only _____ the country's economic decline.
9. It was filled with some kind of heavy, sand-like _____ which yielded wherever you touched it .
10. Will you take the goods with you or shall we _____ them to your house.

Cloze

Below are 10 blanks in the following passage. For each blank there are four choices. You should choose the ONE that best fits into the passage.

Many young people go to university without a clear idea of what they are going to do. If one considers the various courses 1, it is not hard to see how 2 it is for a student to select the course most suited to him. If a student goes to a university to 3 a broader perspective of life, he will 4 benefit. Most students would profit by the exploration of different academic studies, 5 the "all rounder" with no particular interest. They should have a 6 time to decide in what subject they want to take their degrees, so that in later life, they do not look back and 7.

There is another side to the question of how to make the best use of one's time at university. Some students, who are good at a 8 branch of learning, may spend three or four years becoming a specialist but with 9 knowledge of what the rest of the world is all about. Therefore there will have to be much more 10 information in all fields.

- | | | | |
|-------------------|-----------------|------------------|----------------|
| 1. A. referred | B. offered | C. preferred | D. offended |
| 2. A. easy | B. clear | C. difficult | D. useful |
| 3. A. acquire | B. require | C. inquire | D. accept |
| 4. A. unlikely | B. unexpectedly | C. unfortunately | D. undoubtedly |
| 5. A. especially | B. occasionally | C. specially | D. equally |
| 6. A. easier | B. shorter | C. longer | D. happier |
| 7. A. recall | B. regret | C. memorize | D. refresh |
| 8. A. spectacular | B. special | C. peculiar | D. particular |
| 9. A. little | B. much | C. a little | D. few |
| 10. A. special | B. interesting | C. detailed | D. efficient |

Text B

The Myth of College

Dave Barry

- 1 Many of you young persons out there are seriously thinking about going to college. (That is, of course, a lie. The only things you young persons think seriously about are loud music and sex. Trust me; these are closely related to college.) College is basically a bunch of rooms where you sit for roughly two thousand hours and try to memorize things. The two thousand hours are spread out over four years; you spend the rest of the time sleeping and trying to get dates.
- 2 Basically, you learn two kinds of things in college:
- 3 Things you need to know later in life (two hours). These include how to make collect telephone calls^① and get beer and crepe-paper^② stains out of your pajamas.
- 4 Things you will not need to know in later life (1,998 hours). These are the things you learn in classes whose names end in -ology, -osophy, -istry, -ics, and so on. The idea is you memorize these things, then write them down in little exam books, then forget them. If you fail to forget them, you become a professor and have to stay in college for the rest of your life.
- 5 It's very difficult to forget everything. For example, when I was in college, I had to memorize — don't ask me why — the names of the metaphysical(玄学派) poets other than John Donne^③. I have managed to forget one of them, but I still remember that the other two were named Vaughan^④ and Crashaw^⑤.
- 6 Sometimes, when I'm trying to remember something important, like whether my wife told me to get tuna packed in oil or tuna packed in water, Vaughan and Crashaw just pop up in my mind, right there in the supermarket. It's a terrible waste of brain cells.
- 7 After you've been in college for a year or so, you're supposed to choose a major, which is the subject you intend to memorize and forget the most things about. Here is a very important piece of advice: be sure to choose a major that does not involve Known Facts and Right Answers.
- 8 This means that you must not major in mathematics, physics, biology or chemistry, because these subjects involve actual facts. If, for example, you major in mathematics, you're going to wander into class one day and the professor will say: "Define the cosine integer^⑥ of the quadrant of the rhomboid binary axis^⑦, and extrapolate (推算, 推广) your result to five significant vertices^⑧." If you don't come up with exactly the answer the professor has in mind, you fail. The same is true of chemistry: if you write in your exam

book that carbon and hydrogen combine to form oak, your professor will *flunk* you. He wants you to come up with the same answer he and all the other chemists have agreed on. Scientists are extremely snotty about this.

9 So you should major in subjects like English, philosophy, psychology, and sociology — subjects in which nobody really understands what anybody else is talking about, and which involve virtually no facts. I attended classes in all these subjects, so I'll give you a quick overview of each:

10 ENGLISH. This involves writing papers about long books you have read little snippets (片段, 摘录) of just before class. Here is a tip on how to get good grades on your English papers: never say anything about a book that anybody with any common sense would say. For example, suppose you are studying *Moby Dick*®. Anybody with any common sense would say that *Moby Dick* is a big white whale, since the characters in the book refer to it as a big white whale roughly eleven thousand times. So, in your paper, you say *Moby Dick* is actually the Republic of Ireland. Your professor, who is sick to death of reading papers and never liked *Moby Dick* anyway, will think you are enormously creative. If you can regularly come up with lunatic(疯癫的) interpretations of simple stories, you should major in English.

11 PHILOSOPHY. Basically, this involves sitting in a room and deciding there is no such thing as reality and then going to lunch. You should major in philosophy if you plan to take a lot of drugs.

12 PSYCHOLOGY. This involves talking about rats and dreams. Psychologists are obsessed with rats and dreams. I once spent an entire semester training a rat to punch little buttons in a certain sequence, then training my roommate to do the same thing. The rat learned much faster. My roommate is now a doctor. If you like rats or dreams, and above all if you dream about rats, you should major in psychology.

13 SOCIOLOGY. For sheer lack of intelligibility(可理解性), sociology is far and away the number one subject. I sat through hours and hours of sociology courses, and read gobs (许多, 大量) of sociology writing, and I never once heard or read a coherent statement. This is because sociologists want to be considered scientists, so they spend most of their time translating simple, obvious observations into scientific-sounding code. If you plan to major in sociology, you'll have to learn to do the same thing. For example, suppose you have observed that children cry when they fall down. You should write: "Methodological observation of the socio-metrical behavior tendencies of pre-maturated isolates indicates that a causal relationship exists between ground-ward tropism (趋势, 取向) and lachrymatory(催泪), or 'crying' behavior forms." If you can keep this up for fifty or sixty pages, you will get a large government grant.

(903 words)

New Words and Expressions

stain <i>n.</i> 污点,瑕疵,色斑; <i>vt.</i> 沾污; 给……着色	psychology <i>n.</i> 心理学;心理
▲pajamas <i>n.</i> (<i>pl.</i>) 宽大的睡衣裤	sociology <i>n.</i> 社会学
other than 除了	virtually <i>adj.</i> 实际上,事实上
★tuna <i>n.</i> 金枪鱼	▲overview <i>n.</i> 概览,总的看法
pack <i>vt.</i> 挤满,装罐头;包装,捆扎; <i>n.</i> 包	enormously <i>adv.</i> 巨大地,庞大地
pop up 突然出现,冒出来	creative <i>adj.</i> (有)创造性的;创作的
major in 主修,专攻	interpretation <i>n.</i> 解释;口译
wander <i>vi.</i> 漫游;徘徊,彷徨;迷路	▲obsess <i>vt.</i> 迷住;使着迷,使困扰
define <i>vt.</i> 给……下定义;限定	punch <i>vt.</i> 用力击打、按压;冲压;
▲binary <i>adj.</i> 二,双,复;二元的,二进制的	sequence <i>n.</i> 次序;连续,继续
★axis <i>n.</i> 轴,轴线	★sheer <i>adj.</i> 纯粹的;全然的
▲extrapolate <i>v.</i> [数学]外推;推断,推论	far and away 远远地,大大地;绝对地,肯定地
significant <i>adj.</i> 有意义的;重要的	★coherent <i>adj.</i> 有条理的,连贯的;紧凑的
carbon <i>n.</i> 碳	observation <i>n.</i> 注意;观察;(观察得到的)知
hydrogen <i>n.</i> 氢	识,经验;评述
come up with 提出,想出;赶上	tendency <i>n.</i> 趋势,倾向
extremely <i>adv.</i> 极端,极其,非常	causal relationship 因果关系
▲snotty <i>adj.</i> 无礼的;急躁的	isolate <i>vt.</i> 使隔离,使孤立; <i>n.</i> 孤立者
philosophy <i>n.</i> 哲学;哲理;人生观	indicate <i>vt.</i> 标示,表示,表明
	grant <i>n.</i> 授给物,补助金; <i>vt.</i> 授予,许可

Notes

1. collect phone call: 由受话人付费的电话
2. crepe-paper: 装饰用的皱纸,这种纸沾水后极易褪色而将颜色染在衣服上。
3. John Donne: 约翰·邓恩(1572—1631),英国玄学派诗人
4. Vaughan: 亨利·沃恩(Henry Rice Vaughan 1621—1695),英国玄学派诗人
5. Crashaw: 理查德·克拉肖(Richard Crashaw 1613—1649),英国玄学派诗人
6. cosine integer: 余弦积分
7. the quadrant of the rhomboid binary axis: 菱形二元坐标轴象限
8. significant vertices: 有效顶点
9. Moby Dick: 《白鲸记》美国小说家赫尔曼·麦克维尔(Herman Melville, 1819—1891)于1851年发表的一篇海洋题材的小说,描写了亚哈船长追逐并杀死白鲸莫比·迪克,最终与白鲸同归于尽的故事。

Fast Reading

For question 1 – 7, choose the best answer from the four choices marked A, B, C and D.
For question 8 – 10, complete the sentences with the information given in the text.

1. What are the things college students will not need to know later in life?
 - A. Knowledge gained in classes for exams.
 - B. Knowledge for practical work.
 - C. Knowledge for broadening their horizons.
 - D. Knowledge for enriching life.
2. According to the author, college professors are those _____.
 - A. who have a special love for students and teaching
 - B. who have a special love for study and knowledge
 - C. who fail to forget the knowledge learned in college
 - D. who fail to find other jobs
3. What is regarded by the author as a terrible waste of brain cells?
 - A. Trying to memorize the names of metaphysical poets.
 - B. Trying to remember what his wife told him to buy in the supermarket.
 - C. Learning by heart something really important in life.
 - D. Learning by heart something unrelated to life.
4. Why doesn't the author advise college students to major in mathematics, physics, biology or chemistry?
 - A. Because these subjects involve large amounts of calculation.
 - B. Because these subjects involve actual facts.
 - C. Because these subjects involve abstract thinking.
 - D. Because these subjects involve imagination and creativity.
5. What does the word **flunk** in Paragraph 8 most probably mean?
 - A. fail B. flow C. flash D. free
6. According to the author, what is the common characteristic of such subjects as English, philosophy, psychology, and sociology?
 - A. These subjects are all humanities and social sciences.
 - B. These subjects are all common sense of daily life.
 - C. These subjects all involve something mysterious and unknown to others.
 - D. These subjects all involve virtually no facts.
7. The author suggests that students who can regularly come up with lunatic interpretations of simple stories should major in _____.
 - A. English B. philosophy C. psychology D. sociology
8. Psychologists have an obsession with _____ in their studies.
9. Sociology is by far the number one subject in terms of its _____.

10. If any students plan to major in sociology, according to the author, they have to learn to _____.

Translation

Complete the sentences by translating into English the Chinese given in brackets.

- The old man wanted to see nobody _____ (除了他的孙子之外).
- I'm _____ (主修) business administration in college.
- The scientists are beating their brains trying to _____ (想出一个解决办法) the problem.
- Of all the men whom she had ever seen, he was _____ (最正派、最好的).
- A car stopped beside me and the driver asked me to _____ (指一指路) for him.

Word Conversion

Fill in the blanks with the proper forms of the words given.

- define Can you give a precise _____ of this word?
- significant This new discovery of oil is of great _____ to this area's economy.
- interpretation We _____ a frown as a sign of disapproval.
- enormously They overlooked the _____ risks involved in the project.
- isolate The country has been threatened with complete _____ from the international community unless the atrocities(暴行) stop.



Part III Fun Time

A linguistics professor was lecturing his class one day.

"In English", he said, "a double negative forms a positive. In some languages, though, such as Russian, a double negative is still a negative. However, there is no language wherein a double positive can form a negative."

A loud voice from the back of the room piped up, "Yeah, right."