



大学英语 泛读教程

总主编：徐勇前

②

主 编：陈 昶 副主编：童 瑶

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

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前言

英语作为国际通用语在国际交往、科技文化交流中起着举足轻重的作用。作为高等教育的一个组成部分，大学英语课程对国家战略需求和学生整体发展具有现实意义。新时期的《大学英语教学指南》对这门课程提出了更高、更全面的要求：不仅要进一步提高学生的语言技能，还要进行跨文化教育，让他们了解国外的社会与文化，增进对不同文化的理解和对中外文化异同的意识。

英语阅读能力对广大学生而言至关重要，阅读也是他们获取知识、拓展视野的最佳途径。为学生提供生动有趣、语言难度适度的课外阅读材料对英语教学有很大促进作用。基于此背景，《大学英语泛读教程》应运而生。在编写过程中，编者充分考虑到学生的需求、认知特点，不仅提供了生动鲜活的素材，还努力创设了丰富的阅读环境，促使他们在真实的语言环境中淬炼阅读技能，并且在阅读文本的过程中通过反思、分析、评价等心理活动，获取知识、发现不足，产生更大的动力、树立更高的目标。

这套《大学英语泛读教程》（1-4册）主要面向非英语专业本科生，具有以下特点：1. 题材新颖，取材广泛；2. 选篇主题与《新视野大学英语（第三版）》相呼应，是其读写教程的有效补充；3. 练习设计多样化，旨在加强学生的阅读技能训练，并充分考虑语篇所体现的语言与文化因素；4. 选篇立足于展现多元视角，同一主题的文章安排注重观点的碰撞补充。

本套教材所选用的文章均来源于国内外最新的期刊、报纸、网络热文，体裁多样，信息量大，主题涉猎丰富，涵盖了文化、哲学、教育、科技、校园生活、时事经济、人生感悟等多个方面，富有时代气息。整套教材分为1-4册，通过严谨的材料选择，文章长度与难度逐步提升。编者在选择素材时，不拘囿于一家之言，注重思想性和趣味性的统一，为读者展现了不同观点的碰撞与交汇、相对与补充。力求在帮助学生夯实语言技能的同时，还能引导他们开拓视野、扩展思维、辨别多元视角、深入思考问题。针对选篇中出现的文化元素和

非语言知识点，编者在文化注释部分作了相应的说明。教材中的练习形式多样，题量适中，难度循序渐进，旨在培养与强化学生的大意归纳、细节定位、判断推理、逻辑衔接等阅读能力。

本套教材总主编为徐勇前，第一册的主编为甘莉萍，副主编但冰洁；第二册主编为陈昶，副主编童瑶；第三册主编为黄林，副主编陶满星；第四册主编为徐勇前，副主编唐跃农；参加编写的教师有余晖、周兰、陈勤、李晶晶、赵洁、吴媛、余岚、刘佳、王朝阳、佟美娴、何宇洪、王湘霁。

教材的编辑与出版得到了外语教学与研究出版社领导和编辑们的支持与帮助，在此表示最真挚的谢意！教材编写难免有不足之处，还将在使用过程中收集反馈与建议，希望广大同仁和读者多提宝贵意见，以使教材得以不断改进和完善！

编者

2016年5月

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1 Language learning—how and why

Unit



Passage 1

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

How I learned to love the French language

- A** When I started learning French as a freshman in high school, I remember experiencing a deep sense of inadequacy, an abundance of self-doubt, and a general feeling of oafishness. This lasted for about six months, causing me to question my intelligence, my worthiness, and my reasons for being there in the first place.
- B** I was, in other words, exactly where many American language learners find themselves early on—wanting to throw their French textbooks out the window and retreat into a safe and monolingual cocoon. French and I were decidedly not copains (伙伴).
- C** Granted, learning a new language at 14 is different from learning a new language at say, 25 or 30 or 50. Teenage self-consciousness, not to mention other extracurricular distractions, can be a constant deterrent. There's an overwhelming desire to look cool and not make a fool of yourself—which can be fatal to language-learning.

- D During my first few months in French class, I felt like I had moved to another planet, or that I had some inborn brain defect which prevented me from learning. I would find excuses to linger in the hallway before class, dreading the embarrassment of being called upon to practice conjugations, or sing sections of “Dites-Moi” from the musical *South Pacific*—one of our teacher’s favored methods of torture.
- E A turning point came for me one day about midway through my freshman year, however, when our instructor, “Madame K” decided to show us a French film with a title which to our American ears was full of innuendo: *The 400 Blows*. After the giggles ceased, Madame patiently explained that the title came from the French idiomatic expression *faire les quatre-cents coups*, or “to raise hell”, and not from a sexual act. The film was directed by one of the founders of French New Wave cinema, François Truffaut, she explained.
- F To her credit, Madame was astute (精明的) in showing us a movie in which the protagonist runs away from school, lies to parents and teachers, steals, and ends up in a reform school—from which he also escapes. In fact, I credit this decision on Madame’s part as the turning point in my French education. Up to that point, French had seemed stuffy and obscure, but here was something French that was cool. Instantly, I fell in love.
- G Inspired by the film, I went out and rented the sequels: *Stolen Kisses*, *Bed & Board*, and *Love on the Run*, all of which follow Truffaut’s alter-ego (自我), Antoine Daniel, as he journeys through young adulthood and a variety of adventures from the age of 14 to his mid-30s. I later bought the entire series on DVD, and watched them over and over with subtitles on, parsing French slang, and becoming enchanted with the Paris scenery.
- H In retrospect, something becomes quite obvious: for me—and probably many Americans—utility is not enough in learning a second language. We need it to be interesting or enticing or sexy. There needs to be a “hook” of some kind. Like the proverbial carrot at the end of a stick, we need something shiny to keep us absorbed. For me, it was *The 400 Blows*, and later, French music and literature.
- I It marked my transformation from reluctant teenage language learner to devoted student, and made the endless repetition, verb drills, and accent-practicing worth it. I can’t say that I would have the same experience learning

another language, but I'm quite sure that in every language there would be one thing that grabs us, and provides motivation and momentum. The trick is to find it early and make it your guiding star.

- J** Four years later, I found myself wandering the streets of Paris on my first solo trip abroad at 18, beguiled by the sights I had only glimpsed in films and read about in books. I was able to communicate with hotel owners, waiters, and station agents. Only once did my accent betray my American roots. For me, it marked the passing of a great test—the ultimate surmounting of my limited American horizons.
- K** Learning a foreign language can be difficult in the United States, but if you're young and on the fence about it, I urge you: fight against indifference—become a rebel, find a new identity through a new language.
- L** As I discovered, picking up a new language at this age can be transformative in a way few other things are. Yes, there will be alternating spells of apathy (无兴趣) and eagerness, frustration and triumph. But once you become obsessed, the possibilities are endless.

(760 words)

- ___ 1 A French film made me really fall in love with French.
- ___ 2 A strong negative emotion waxed in me, making me want to give up French learning.
- ___ 3 The key to learn a foreign language well is that you must find the charm of it as soon as possible.
- ___ 4 When I started learning French, I experienced a lot of inner changes and even began to doubt myself.
- ___ 5 A foreign language, which is not only useful but also interesting and attractive, can stimulate people to learn.
- ___ 6 Some of the teenagers' desires may have negative effects on their foreign language learning.
- ___ 7 When I traveled in Paris alone, I didn't have any problem in daily communication.

- ___ 8 Learning a foreign language has transformed my life.
- ___ 9 In French class, I was afraid to answer the teacher's questions.
- ___ 10 Taking on a new identity may help people learn a foreign language.



Passage 2

You are going to read a passage with some questions or incomplete statements following it. For questions 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.

Are American and British English really different?

There is an old saying that America and Britain are “two nations divided by a common language”. No one knows exactly who said this, but it reflects the way many Brits feel about American English. But are American and British English really so different?

The most noticeable difference between American and British English is vocabulary. There are hundreds of everyday words that are different. For example, Brits call the front of a car the bonnet, while Americans call it the hood. Americans go on vacation, while Brits go on holidays, or hols. New Yorkers live in apartments; Londoners live in flats. There are far more examples than we can talk about here. Fortunately, most Americans and Brits can usually guess the meaning through the context of a sentence.

There are a few grammatical differences between the two varieties of English. Let's start with collective nouns. We use collective nouns to refer to a group of individuals.

In American English, collective nouns are singular. For example, staff refers to a group of employees; band refers to a group of musicians; team refers to a group of athletes. Americans would say, “The band is good”. But in British English, collective nouns can be singular or plural. You might hear someone from Britain say, “The team are playing tonight” or “The team is playing tonight”.

Another grammar difference between American and British English relates to auxiliary verbs. Auxiliary verbs, also known as helping verbs, are verbs that help

form a grammatical function. They “help” the main verb by adding information about time, modality and voice.

Let's look at the auxiliary verb “shall”. Brits sometimes use “shall” to express the future. For example, “I shall go home now”. Americans know what shall means, but rarely use it in conversation. It seems very formal. Americans would probably use “I will go home now”. In question form, a Brit might say, “Shall we go now?” while an American would probably say, “Should we go now?”

When Americans want to express a lack of obligation, they use the helping verb do with negative not followed by need. “You do not need to come to work today.” Brits drop the helping verb and contract not. “You needn't come to work today.”

You will also find some small differences with past forms of irregular verbs. The past tense of learn in American English is learned. British English has the option of learned or learnt. The same rule applies to dreamed and dreamt, burned and burnt, leaned and leant. Americans tend to use the -ed ending; Brits tend to use the -t ending. In the past participle form, Americans tend to use the -en ending for some irregular verbs. For example, an American might say, “I have never gotten caught” whereas a Brit would say, “I have never got caught”. Americans use both got and gotten in the past participle. Brits only use got.

Don't worry too much about these small differences in the past forms of irregular verbs. People in both countries can easily understand both ways, although Brits tend to think of the American way as incorrect.

A tag question is a grammatical form that turns a statement into a question. For example, “The whole situation is unfortunate, isn't it?” or, “You don't like him, do you?” The tag includes a pronoun and its matching form of the verb be, have or do. Tag questions encourage people to respond and agree with the speaker. Americans use tag questions, too, but less often than Brits. You can learn more about tag questions on a previous episode of Everyday Grammar.

There are hundreds of minor spelling differences between British and American English. You can thank American lexicographer Noah Webster for this. You might recognize Webster's name from the dictionary that carries his name. Noah Webster, an author, politician, and teacher, started an effort to reform English

spelling in the late 1700s. He was frustrated by the inconsistencies in English spelling. Webster wanted to spell words the way they sounded. Spelling reform was also a way for America to show its independence from England.

You can see Webster's legacy in the American spelling of words like color (from colour), honor (from honour), and labor (from labour). Webster dropped the letter u from these words to make the spelling match the pronunciation.

Other Webster ideas failed, like a proposal to spell women as wimmen. Since Webster's death in 1843, attempts to change spelling rules in American English have gone nowhere.

British and American English have far more similarities than differences. We think the difference between American and British English is often exaggerated. If you can understand one style, you should be able to understand the other style.

(785 words)

- 1 What's the most obvious difference between American and British English?
 - A. Vocabulary.
 - B. Auxiliary verbs.
 - C. Past tense verbs.
 - D. Collective nouns.
- 2 The word "obligation" used in Para. 7 refers to _____.
 - A. a rule that limits someone
 - B. something that you must do for legal or moral reasons
 - C. the process of watching someone or something carefully
 - D. behavior that follows accepted social or moral standards
- 3 According to the passage, which of the following uses tag questions less than Britons?
 - A. French.
 - B. Chinese.
 - C. American.
 - D. Australian.

- 4 Why did Noah Webster try to reform English spelling?
 - A. Because he wanted to leave good reputation.
 - B. Because he tried to increase spelling differences.
 - C. Because he wanted to spell words the way they sounded.
 - D. Because he wanted to make it more complicated.
- 5 Which of the following is true according to the passage?
 - A. American use tag questions more often than Brits.
 - B. American started to reform English spelling in the late 1800s.
 - C. In American English, collective nouns can be singular or plural.
 - D. British and American English have far more similarities than differences.
- 6 What is the main idea of the passage?
 - A. American and British English are really so similar.
 - B. American and British English are really so different.
 - C. There are some differences between American and British English.
 - D. It is necessary to know about the differences in order to use English appropriately.
- 7 Fortunately, most Americans and Britons can usually guess the meaning of a sentence through the _____.
- 8 Auxiliary verbs help the main verbs _____ a grammatical function by adding information about time, modality and voice.
- 9 American English spelling reform was a way for America to show its _____ from England.
- 10 People often _____ the difference between American and British English.

**Passage 3**

You are going to read a passage with some statements or incomplete sentences following it.

For statements 1-7, mark

Y (for YES)	if the statement agrees with the information given in the passage;
N (for NO)	if the statement contradicts the information given in the passage;
NG (for NOT GIVEN)	if the information is not given in the passage.

For items 8-10, complete the sentences with the information given in the passage.

Does speaking a foreign language change your personality?

Split of the online self

Learning English strongly affected my habits, but was I really profoundly changed by it? Not until I moved to Germany. In Berlin, I started speaking and writing 10 times more English than I had ever done before. The more I spoke, the more my teacher's prophecy took an unexpected shape. I wasn't only changing—my Italian-speaking self and my English-speaking self had become two very different individuals.

Blogging is where the signs of this metamorphosis (变形) first showed. Every time I write something in Italian, my mother tongue, darkness falls on my glittery intentions, leading to emo poetry and crepuscular thoughts. I reread my old posts and imagine myself writing from a semi-dark basement, drinking cheap wine and lip syncing to *I Dreamed a Dream* from *Les Misérables*, putting special dramatic emphasis on the bit that says, "My life has killed the dream I dreamed".

Whenever I blog in English, on the other hand, it's a different story. I feel like

my mind is riding alpacas, sliding down rainbows, having a sugar rush from a six-layer wedding cake. I don't know what this language does to me, but I know that the casual reader probably thinks I'm on my seventh espresso.

And it certainly seems weird—this personality divide—but who isn't weird in the online world? From time to time we all look up photos of Mary Berry thinking they'd make for good desktop wallpaper; we also Google our name to make sure we are the most successful among our homonyms and develop delusional relationships with people found on LinkedIn. We do. My linguistic bipolarism (躁郁症) looked perfectly fine until the day I realized the offline world was affected too. It started to show in different social situations, especially in the most stressful of them all: the party.

The persistent vegetative state of the party

Does the expression *life of the party* have an opposite? If it does, that's probably an accurate way to describe my role at Italian-speaking parties. I drag myself to the host's flat, usually moved by guilt from missing previous social happenings. I'm dressed in camo (保护色) so I can mingle with plants and fly under everyone's radar, careful not to make eye contact with strangers, deadly silent unless the chips run out and I need to demand a refill. I'm the persistent vegetative state of the party, and every Italian word that mistakenly comes out of my mouth seems tremendously heavy and strangely out of place.

Surprisingly, I don't have this problem at English-speaking parties. It has nothing to do with the people or with my language skills; it's just that I feel freer, funnier and so very close to having sober fun whenever I speak English.

"Either I am possessed by the devil or I am crazy," I thought when I started questioning my mental health. I imagined my personalities diverging more and more over time, till the horrifying moment in which Spencer Glinston (the name of my English personality) would insist on putting pineapple on pizza, traumatizing (使受伤) my Italian self and leading to a mental breakdown.

Not crazy, I guess

Luckily, in the midst of my delirium, I stumbled on this interesting article from the *New Republic*. Over the past several decades, scientists have studied whether speaking different languages makes us intrinsically different. In the