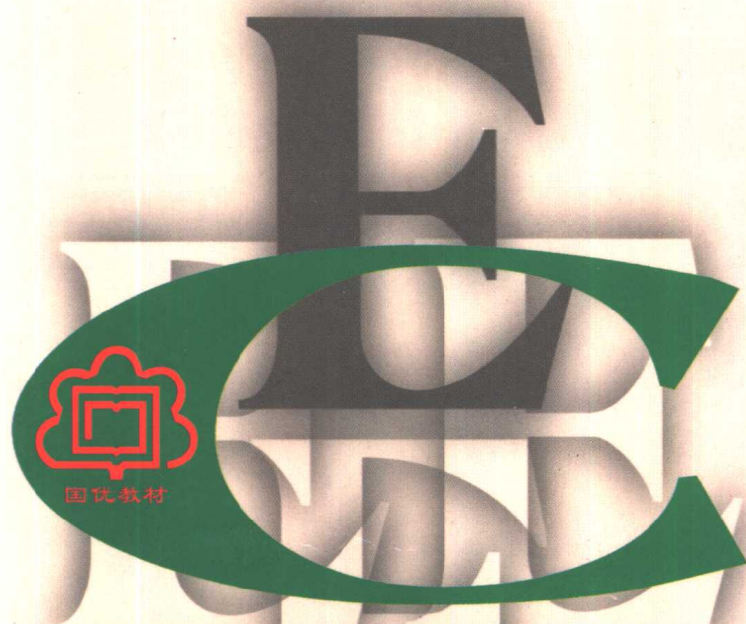


泛 读 EXTENSIVE READING



College English

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高等学校教材

上海外语教育出版社



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# 大学英语

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Shanghai Foreign Language Education Press

总主编 董亚芬

# 大学英语

College English ( 修订本 )

( Revised Edition )

## 泛 读

Extensive Reading

### 第四册

张砚秋 (主编)

朱 荔 解又明 胡之珏

修订者 张砚秋 沈贤志



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## 修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《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、听力、快速阅读、语法与练习五种教程,于1986年出版试用本,1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册,供1—6级使用;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。泛读教程配有教师用书。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见并通过问卷形式向数以万计的师生征求意见的基础上进行的。第一届大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订时根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。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。

《大学英语》泛读教程由北京大学英语系大学英语教研室负责编写。张砚秋担任主编,王岷源担任主审。第四册由朱荔、解又明、胡之珪、沈贤志等同志参加编写。本教程承美国专家 John Alton、Allan Brown 教授以及英国专家 Anthony Ward 协助审阅。1996年修订时,澳大利亚专家 Tony Gallagher 也协助审阅。

本书为泛读教程第四册的修订本,供大学英语四级学生使用,由张砚秋、沈贤志修订。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

编 者  
1997年3月



## 使用说明

**本**书为《大学英语》泛读教程第四册,供大学英语四级学生使用。本册共三十课,可分做十个单元使用,每个单元备有三篇课文。

课文全部选自英美原著,略有删改。泛读课文的选材原则为力求新颖、题材广泛、体裁多样、知识性与趣味性并重,适当控制难度,以便学生顺利阅读。

本次修订中考虑到读者的方便,编者采取了以下措施:

1. 每课课文前增加了 Words to Know, 列出较常用的词汇,为阅读扫清障碍。少数课文前还有 Words to Look Up in the Dictionary, 列出两三个词,锻炼学生正确选择词义的能力。

2. 每课课文前加了“引子”,用斜体字与正文相区别。“引子”的目的是提高阅读兴趣,让学生带着问题去阅读。

3. 注释改为脚注,以节省时间,便于查找。注释中除少量背景知识外,主要针对语言难点或难句给予浅近的英文释义,以帮助学生顺利阅读。少量注释条目用英文不易解释清楚,则用汉语释义。

4. 课文后增加了 USEFUL PHRASES AND EXPRESSIONS, 帮助学生掌握和记忆。

5. 课文后的练习形式和内容都做了适当改进。练习形式包括正误判断、多项选择、短语或单句翻译、供思考的问题等。练习的目的是配合精读,逐步培养学生在阅读过程中的分析、归纳、综合和推断的能力。

6. 每册书最后仍附有总词汇表,主要供学生查找和记忆。同时,在各册的总词汇表中 \* 和 △ 符号分别将 1—4 级大纲词汇和 5—6 级大纲词汇标出。凡未标出的词不求学生记忆,以减轻负担。

修订后本册阅读量约 43,000 字,较大纲所规定的指标高出 3,000 字,教师可视学生的具体情况,有选择地使用。

泛读教程的目的是为学生提供较系统的课外学习材料,使他们有机会通过较大量的阅读实践逐步掌握所学的阅读技能,全面地提高阅读能力。泛读顾名思义应是学生独立的广泛阅读,但在目前情况下应由教师给予指导,由学生在课前预习,然后在课堂内进行必要的讲解和检查。对泛读的要求不宜过高,要注意一个“泛”字,防止对语言现象讲得过多过细,以免影响阅读量的完成。

编 者

1997 年 3 月

突破传统教学模式,提高大英教学质量

## 《大学英语》(修订本)多媒体系列教学光盘正式出版

为了繁荣我国的大学外语教育事业,支持我国的大学外语教学改革,上海外语教育出版社开发了《大学英语》(修订本)多媒体系列教学光盘。该系列教学光盘与《大学英语》(修订本)系列教材同步。精读和听力的每册教材各配 2 张光盘。

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齐伟均 编

伍爱成 编

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颜国伟 编

卜玉坤 编

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# UNIT 1

## 1. Strength to Love (I)

### Words to Know

despair	/di'speə /	vi. 失望, 绝望
assassin	/ə'sæsin /	n. 暗杀者
complain	/kəm'plein /	vi. 抱怨
Baptist	/'bæptist /	a. 浸礼会的
arrest	/ə'rest /	vt. 逮捕
nonviolent	/ˌnɒn'vaɪələnt /	a. 非暴力的
refresh	/ri'freʃ /	vt. 使...清新

### TEXT

*The black struggle for equal rights can be traced back to the early days when African negroes were sent to American colonies as slaves. By the 1950s and 60s the famous Martin Luther King began to advocate "nonviolent direct action" against racial discrimination. What does nonviolent direct action mean? Why did King adopt such a policy and was it a success?*

*"To be a negro in America is to hope against hope," wrote Martin Luther King<sup>①</sup> in the last year of his life. The advance of the black*

① Martin Luther King (1929 - 1968): born into a black minister's family, he entered university at the age of fifteen. He gained a Bachelor of Arts, a Bachelor of Theology, and a Doctor's degree of Theology. He then became a minister and human rights activist. His birthday (Jan. 15) is celebrated as a legal holiday called Martin Luther King Day in the U.S.

man in the United States, from the position of slave to that of proud and equal citizen, is slow. The black man's hopes have often ended in despair.

5        "Of the good things in life he has about one-half those of whites; of the bad he has twice those of whites," wrote Dr. King. Half of all black people lived in poor houses. They received about half as much pay as whites. They had twice as many of their people out of work and twice as many babies dead for lack of proper care. Allowing for their numbers,<sup>①</sup> twice as many  
10 black men as white fought in the war in Vietnam, and twice as many died in that war. Most black people still did work that was unpleasant and poorly paid. It was the only work they could get.

      This was Dr. King's description of their position after ten years of steady progress. And he had done more than any other single man to make  
15 that progress possible. He was not only one of America's great negroes. He was one of her very great men.

      When he was shot by an assassin's gun he was only thirty-nine. He was at the height of his strength and power. He seemed to understand what the black people needed most and what they could do to get it. He was deter-  
20 mined that they shouldn't damage or destroy others in their struggle. He wouldn't allow the use of guns or other arms. He taught his people to stand up for themselves but to do this with understanding and love for those who stood against them.

      "Freedom is not given, it is won," he said. "The hard truth is that nei-  
25 ther negro nor white has yet done enough to expect the dawn of a new day. ... Freedom is won by a struggle against suffering. ..."

      To understand the position of American black people it is necessary to know something of American history. In the eighteenth century large num-  
bers of African slaves were brought into the United States to provide labour  
30 for the cotton fields in the southern states.

      At that time most people accepted the idea of slavery. And not many people thought about the cruel and evil conditions in which the slaves were obtained and shipped to the new world. They suffered dreadfully. Thou-  
sands of men, women and children died on the way.

35        By the time the slaves were set free they had forgotten much of their African past. They felt no pride in their old languages and religions. They knew only the hard work of the cotton fields and the terrible suffering of a slave's life. The lesson they had learned best was to obey their masters and not complain. They had accepted the religion, language and values of their  
40 new country. But their new country continued to see them only as a pair of hands or a strong back to be put to work.

---

① Allowing for their numbers; Taking their numbers into consideration

During the next hundred years the negroes spread out all over the United States. Conditions were better for them in the northern states than in the south. But while large numbers of poor people from many nations poured into America and made their fortunes, the black people still got the worst homes, schools and jobs. They didn't expect anything more. 45

But America is a rich country. At last the black people began to demand a large share of its wealth. In many parts of the country — but especially in the south — that demand was rudely refused. In every way they were looked on as second-class citizens. In the southern states they couldn't eat in the same restaurants, wash in the same wash rooms, travel in the same seats on trains or buses. Even if they grew rich they couldn't live like other Americans. 50

Martin Luther King began his public struggle for black rights in 1956 when he was only twenty-six. He had just returned to the deep south<sup>①</sup> after finishing his education at northern universities. Like his father and grandfather he was a Baptist minister<sup>②</sup> and possessed a deep Christian faith. His all-black church was in Montgomery<sup>③</sup>, Alabama. 55

One day a woman named Rosa Parks was traveling home from work on a Montgomery bus. She was tired after her day's work. She sat down in one of the seats at the back of the bus that were for black people. White people used the ones in front. But the bus was crowded that night and there weren't enough seats for everyone. When a white man got on the bus and couldn't find a seat the driver ordered Mrs. Parks to get up and give him hers. 60

Afterwards Mrs. Parks said she couldn't imagine what had made her do it. Usually she did as she was told. But that night she refused to give up her seat. The driver called a policeman. She was arrested and dragged off to prison. 65

The black people in Montgomery were used to such events. They knew they couldn't expect anything else so they usually gave way. But suddenly they were very angry. Crowds gathered in the streets and in the churches. When Dr. King heard about it he said, "We could all stop using the buses." 70

This was what he meant by "nonviolent direct action". It was action that would express the people's strong feeling without attacking anyone. He got the idea from Gandhi,<sup>④</sup> whose picture hung over his desk. He had 75

- 
- ① deep south: the area of the U.S. regarded as most typically Southern and conservative, especially the southernmost parts of Georgia, Alabama, Mississippi, and Louisiana
- ② Baptist minister: a clergyman who belongs to the Baptist Church
- ③ Montgomery: the capital of Alabama
- ④ Mohandas Karamchand Gandhi (1869 – 1948): called "Mahatma" (Great Soul), Indian statesman who successfully used the technique of passive resistance against British colonial rule in India. He was assassinated by a Hindu fanatic in 1948.

always admired Gandhi.

The idea spread like flames. For the first time the black people united in a common purpose. They had always used the buses a lot and needed them. But they had suffered enough. They refused to travel any longer on  
80 buses which had separate places for blacks and whites. They shared what cars they had. But many of them had to walk miles and miles each day to get to work. This went on for over a year. When one old lady was asked if she minded walking so far she said no, she didn't mind. Her feet were tired but her soul was refreshed. The people were grateful to have found a way to ex-  
85 press their anger and bitterness.

(to be continued)

approximately 1,100 words

## USEFUL PHRASES AND EXPRESSIONS

1. hope against hope	(L.1)	(无望中) 抱存一线希望
2. for lack of	(L.9)	由于缺乏
3. at the height of	(L.18)	处于...高潮;在...繁盛之时
4. stand against (up for)	(L.23)	坚决反对(维护)
5. pour into	(L.44)	注入;涌入
6. a large share of	(L.48)	一大份额的
7. be looked on as	(L.49)	被视作
8. give up	(L.66)	让出;放弃
9. be used to something	(L.69)	习惯于
10. give way	(L.70)	不再坚持,让步
11. spread like flames	(L.77)	如燎原之火般蔓延

### Decide whether each of the following statements is true or false.

1. According to this passage, many black men were forced to fight in the Vietnam war.
2. The experience of their forebears being slaves may, to a great extent, account for many black people's low self-esteem.
3. In the author's view, Negroes lived a better life in America than in other countries.
4. Black people had always united as one to fight for civil rights.
5. The black people did not feel mentally tired even though they walked so far to work, because by so doing they demonstrated their commitment

to overcoming social inequality.

**Do the following multiple-choice questions .**

1. According to the opening quotation from Martin Luther King, it can be inferred that \_\_\_\_\_.
  - A) Martin Luther King Jr. was in despair over the situation of black America
  - B) blacks lost hope for a better life because they had expected too much
  - C) Dr. King felt that blacks had not made enough progress toward civil freedom
  - D) poverty was the biggest enemy of black progress
2. Which of the following is NOT a fact stated in the passage?
  - A) On a proportional basis twice as many black men as white fought in the Vietnam war.
  - B) Dr. King was shot by an assassin's bullet when he was thirty-nine.
  - C) Most blacks during King's lifetime did unpleasant work and were poorly paid.
  - D) Dr. King understood what all blacks needed and what they could do to get it.
3. According to the passage, what was the main cause of inequality between blacks and whites in America?
  - A) The African past of the blacks.
  - B) The pouring into America of large numbers of poor people.
  - C) The blacks' acceptance of the worst living conditions in the south.
  - D) The slavery of the past and the prejudice of whites in the present.
4. Why did Rosa Parks refuse to give up her seat on the bus?
  - A) She was tired and angry that blacks always had to give up their seats to whites.
  - B) She hated white people.
  - C) She wanted to start a protest movement.
  - D) Dr. King had asked her to refuse to give up her seat.
5. Dr. King admired Gandhi because \_\_\_\_\_.
  - A) he overthrew the British rule in India
  - B) Gandhi had used "nonviolent direct action" to win freedom for his people
  - C) Gandhi would endure any amount of suffering for a worthy cause
  - D) Gandhi believed that the white race was evil and oppressive
6. In Dr. King's view, the main reason for the slow progress of black people in gaining their social equality is that \_\_\_\_\_.
  - A) the black people only employed violence in their struggle
  - B) the whites were unwilling to concede
  - C) the black people failed to use effective means



- D) they did not have a powerful leader
7. The author gave us the example of the Montgomery bus boycott because \_\_\_\_\_.
- A) it was one of the greatest events of black struggle in history  
B) it was a struggle led by Martin Luther King  
C) it led to unity of purpose for the first time  
D) it was meant to illustrate "nonviolent direct action"
8. Which of the following is NOT a reason why Martin Luther King chose to use nonviolent direct action against racial inequality?
- A) He had a deep Christian faith.  
B) He was a great admirer of Gandhi.  
C) In his view, nonviolence was the best means to gain civil rights.  
D) He was tired of the violence that prevailed in the United States.

***Put the following into English.***

1. 在暴风雨最为疯狂之时,他安全地到了家。(at the height of)
2. 没有人反对他提出的建议。(stand against)
3. 老人死后,每个孩子都平均地获得一份财产。(share)
4. 到九十年代的中国,黑白电视渐被彩电所取代。(give way)
5. 这里的人们似乎都已习惯于令人头昏脑胀的噪音。(be used to)

## 2. Strength to Love (II)

### Words to Know

threaten	/ˈθreɪn /	vt. 威胁
bomb	/bɒm /	n. 炸弹
equality	/iːˈkwɒləti /	n. 平等
worth	/wɜːθ /	n. 价值
character	/ˈkærəktə /	n. 性格
faith	/feɪθ /	n. 信念
leadership	/ˈliːdəʃɪp /	n. 领袖, 领导
coloured	/ˈkɒləəd /	a. 有色的
patience	/ˈpeɪʃəns /	n. 耐心
possess	/pəˈzes /	vt. 拥有
injustice	/ɪnˈdʒʌstɪs /	n. 不公平, 非正义

### TEXT

*Martin Luther King won the Nobel Peace Prize in 1964 for his brave leadership in the struggle for black equality in America. As you will see in this extract, obtaining recognition of black civil rights was a long struggle, one for which Martin Luther King eventually paid the highest price.*

The black people badly needed a strong leader who was not afraid. And Martin Luther King knew well what dangers threatened him when he agreed to be their leader. But in church that Sunday he told his people to love one another and to think kindly of their enemies. This wasn't easy in Montgomery. For most of the white people, and all of the police, 5 seemed to be their enemies.

But at last they proved their point.<sup>①</sup> The buses were no longer divided.

① they proved their point: they proved they were right by using "nonviolent direct action" to gain a victory in the struggle for civil rights

The highest court in the land<sup>①</sup> decided that it was against the law to have separate seats for black and white people on buses. The bus companies had  
10 lost a lot of money.

But the trouble wasn't over. Angry whites fired at the buses and at four black churches in the town. A bomb was thrown at Dr. King's house and might have killed his family. The house of a white minister who agreed with his black friends was also bombed.

15 In the next ten years Martin Luther King led the fight for full "civil rights" for southern negroes. There were so many of them that they couldn't be defeated if they were determined to resist. He told them that if one hundred thousand blacks marched in a procession to an important point in the centre of a city they would make it impossible for the most stupid govern-  
20 ment official to use weapons against them.

They went in large numbers and sat in restaurants where black people weren't welcome. They refused to leave until they were carried out by the police. They went about teaching the people that they had a right and duty to elect their own officials. Many of them were afraid of what would hap-  
25 pen to them if they voted.

The southern whites grew angrier and angrier. In the state of Mississippi alone more than forty civil rights workers, both black and white, were murdered and no one was punished. More than fifty black churches were burned or bombed. In one, four little girls were killed. The white people  
30 were terribly afraid of what the black people would do when they discovered their own strength.

For, as Dr. King said, much of the struggle for black equality had to be fought by each black person inside himself. Each black man must say, "I am somebody. I am a person. I am a man of worth and honour. I have a rich  
35 and noble history, however painful... that history has been." Each man must win his own right to be called a man in the nation that called him "boy". His father had always said to him, "Nobody can make a slave of you if you don't think like a slave."

The strength of the civil rights movement was the nonviolent march.  
40 Earlier, black leaders had fought for justice through the law courts, while the people waited and hoped. The huge processions which King and his followers led brought everyone on to the field of action. Even the children marched to demand their rights as free people. Like their parents they were arrested in very large numbers and were sent to prison. Dr. King was in  
45 prison many times.

In 1963 he led a great march to the nation's capital in Washington,

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① in the land; in the U.S.