

高等学校教材

COLLEGE
ENGLISH

大学英语

泛读

EXTENSIVE
READING

SHANGHAI FOREIGN
LANGUAGE EDUCATION

教育出版社



大学英语

泛 读

第三册

张砚秋(主编)

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上海外语教育出版社

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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。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

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;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。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。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”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合作编写,复旦大学董亚芬教授审订。

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,分工审阅了全套教材并提出了宝贵意见。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,给予我们很大帮助和促进。

《大学英语》泛读教程由北京大学英语系公共英语教研室负责编写。张砚秋副教授担任主编,王岷源教授担任主审。除主审外,本教程还承美籍专家 John Alton 和英籍专家 Anthony Ward 协助审阅并修改部分练习。

本书为泛读教程第三册,由胡之珪、朱荔、解又明、吕钰凡等同志参加编写,供大学英语三级学生使用。

由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免。希望广大读者批评指正。

编 者

1989年3月

使用说明

本书为《大学英语》泛读教程第三册,供大学英语三级学生使用。

本册共有十个单元,每单元包括三篇课文。每篇课文后有英文注释和练习,书后有总词汇表和选择题练习答案。

课文全部选自原文材料,略有删改。泛读课文的选材原则为力求内容新颖、题材广泛、体裁多样、知识性与趣味性并重,在难度上一般稍浅于相应的精读课文。

注释主要介绍有关背景知识,同时对难句和较新的语言现象用浅近的英文释义,以帮助学生顺利地阅读。少量注释条目用英文不易解释清楚,则直接注出汉意。

练习包括选择题和讨论题两个部分,旨在帮助学生回忆课文内容,检查学生对课文的理解程度,同时配合精读教程在阅读技能方面的教学,注意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。

本册的阅读量大,约 39,910 字,略高于大纲所规定的指标,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。泛读应在教师的指导下,由学生在课前预习,然后在课堂内进行检查。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

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College English

Extensive Reading

Book Three

By

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with the assistance of

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1. Reading for A's

Gregory Cowan and Elizabeth McPherson

Where and when and what you study are all important. But the neatest desk and the best desk light, the world's most regular schedule, the best leather-covered notebook and the most expensive textbooks you can buy will do you no good unless you know how to study. And how to study, if you don't already have some clue, is probably the hardest thing you will have to learn in college. Some students can master the entire system of imaginary numbers¹ more easily than other students can discover how to study the first chapter in the algebra book. Methods of studying vary; what works well for some students doesn't work at all for others. The only thing you can do is experiment until you find a system that does work for you. But two things are sure; nobody else can do your studying for you, and unless you do find a system that works, you won't get through college.²

Meantime, there are a few rules that work for everybody. The first is *don't get behind*.³ The problem of studying, hard enough to start with, becomes almost impossible when you are trying to do three weeks' work in one weekend. Even the fastest readers have trouble doing that. And if you are behind in written work that must be turned in, the teacher who accepts it that late will probably not give you full credit.⁴ Perhaps he may not accept it at all.

Getting behind in one class because you are spending so much time on another is really no excuse. Feeling pretty *virtuous about*⁵ the seven hours you spend on chemistry won't help one bit if the history teacher pops a quiz.⁶ And many freshmen do get into trouble by spending too much time on one class at the expense of⁷ the others, either because they like one class much better or because they find it so much harder that they think they should devote all their time to it. Whatever the reason, *going whole hog for*⁸ one class and neglecting the rest of them is a mistake. If you face this temptation, begin with the shortest and easiest assignments. Get them out of the way and then go on to the more difficult, time-consuming work.⁹ Unless you do the easy work first, you are likely to spend so much time on the long, hard work that when midnight comes, you'll say to yourself, "Oh, that English assignment was so easy, I can do it any time," and go on to bed. The English assignment, easy as it was, won't get done.

If everything seems equally easy (or equally hard), leave whatever you like best until the end. There will be more incentive¹⁰ at half past eleven to read a political science

article that sounded really interesting than to begin memorizing French irregular verbs, a necessary task that strikes you as pretty dull.¹¹

35 In spite of the noblest efforts, however, everybody does get a little behind in something some time. When this happens to you, catch up. Don't skip the parts you missed and try to go ahead with the rest of the class while there is still a big gap showing. What you missed may make it impossible, or at least difficult, to understand what the rest of the class is doing now. If you are behind, lengthen your study periods for a few days until you catch up. Skip the movie you meant to see or the nap you planned to take. Stay up
40 a little later, if you have to. But catch up.

The second rule that works for everybody is *don't be afraid to mark in textbooks*. A good student's books don't finish the term looking as fresh and clean as the day they were purchased; they look used, well used. Some sections are underlined. Notes are written down the margins. Answers to some of the questions are sketched in.¹² In fact,
45 the books look as though somebody had studied them To get your money's worth from your textbooks, you must do more with them than just read them.

To begin with, when you first get a new textbook, look at the table of contents to see what material the book covers. Flip through the pages to see what study aids¹³ the author has provided: subheadings, summaries, charts, pictures, review questions at the
50 end of each chapter. After you have found what the whole book covers, you will be better prepared to begin studying the chapter you have been asked to read.

Before you begin reading the chapter, give it the same sort of treatment. Skim through the first and last paragraphs; look with more care at the subheadings; if there are questions at the end of the chapter, read them first so you will know what points to
55 watch for as you read. After you are thus forewarned, settle down to the actual business of reading. Read the chapter all the way through, as fast as you comfortably can. Don't mark anything this first time through except the words that are new to you. Circle them. When you have finished the chapter, find out what these unknown words mean, and write the definitions in the margin opposite the word.

60 Then look again at the questions, seeing whether you have found the answers to all of them. Guided by the things the questions emphasize and your knowledge of what the whole chapter covered, go rapidly through the chapter again, underlining the most important points. If the chapter falls into three major divisions, underline the three sentences that come closest to summing up the idea of each division. Number these points in
65 the margin: 1, 2, 3. For each major point you have numbered, underline two or three supporting points. In other words, underline the sections you think you might want to find in a hurry if you were reviewing the chapter.

What happens in class the next day, or whenever this assignment is discussed, will give you some check on whether you found the important points. If the teacher spends a
70 lot of time on a part of the text you didn't mark at all, probably you guessed wrong. Get

yourself a red pencil and mark the teacher's points. You can make these changes during the study time you have set aside for¹⁴ comparing class notes with the textbook.

One word of warning: don't underline everything you read. If you mark too much, the important material won't stand out, and you will be just as confused as if you had not marked anything at all.

75

The third rule useful to everybody is *don't let tests terrify you*. If you have kept up in all your classes, if you have compared your class notes with your texts, if you have kept all your quizzes and gone over your errors,¹⁵ if you have underlined the important parts of each chapter intelligently, the chances are good that¹⁶ you can answer any questions the teacher will ask.

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Being fairly sure that you can answer all the questions, however, is not the same thing as answering them. Nothing is more frustrating than freezing up¹⁷ during an important test, knowing all the answers but getting so excited at the sight of the test that half of what you actually know never gets written down.

Do you know the story of the lecturer who cured his stage fright¹⁸ by pretending that all the people listening to him were cabbages? A head of cabbage is no more capable of criticizing a lecture than cabbage soup would be. And who's afraid of a bowl of borsch? You might adapt this system to taking tests. Pretend that the test is only a game you are playing to use up an idle hour. Pretend that your test score is no more important than your score in canasta¹⁹ last night. But you tried to win at canasta; try for as high a test score as you can get without frightening yourself to death.

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One way to insure a good score is to read the entire test before you answer any questions. Sometimes questions that come near the end will give clues to the answers on earlier questions. Even if you don't find any answers, you can avoid the error of putting everything you know into the first answer and then repeating yourself for the rest of the test.

95

Be careful, too, not to spend all your time on one question at the expense of the others. If you have sixty minutes to finish a test that contains ten questions, plan to spend five minutes on each question and save ten minutes at the end to read through what you have written, correcting silly mistakes and making sure you have not left out anything important. If some of the questions seem easier than others, answer the easiest first. There is no rule that says you must begin at the beginning and work straight through to the end.²⁰ If you're going to leave something out, it might as well be the things you aren't sure of anyway.

100

Following these three suggestions, reading through the test, budgeting your time, doing the easy part first, will not guarantee A's on all your tests. To get A's on essay tests, you must be able to write well enough that your teacher is convinced you *do* understand. What following these suggestions *can* do, however, is help you make the most of²¹ what you know.

105

From *Background for Writing*, Random House, 1967.

Approximately 1,600 words.

NOTES

1. imaginary number: a number that is assumed to exist for a special purpose, such as the square root of a negative quantity 虚数
2. get through college: pass all the required college courses
3. don't get behind: don't neglect work until after the teacher has collected it
4. not give you full credit: take off points from the grade you would have got if you had handed it in on time
5. feeling pretty virtuous about: feeling somewhat self-justified in
6. pops a quiz: gives out an examination without announcement beforehand
7. at the expense of: so as to cause damage or loss to
8. going (the) whole hog for: concentrating completely on
9. time-consuming work: work that occupies much time
10. incentive: something that rouses a person to some action or effort
11. a necessary task that strikes you as pretty dull: a task you must do but find rather uninteresting
12. sketched in: noted down briefly
13. Flip through the pages to see what study aids...: Turn the pages, glancing at the study aids...
14. set aside for: reserved for
15. (have) gone over your errors: (have) examined all your mistakes
16. the chances are (good) that: it is most likely that
17. freezing up: feeling incapable of acting or reacting because of fear
18. stage fright: nervousness over facing an audience
19. canasta: a card game played with two packs of fifty-two cards plus four jokers
20. work straight through to the end: work at the questions one after the other in the exact order they are presented
21. make the most of: make the best use of

COMPREHENSION QUESTIONS

1. Why did the authors say that some students can master the entire system of imaginary numbers more easily than other students can discover how to study the first chapter in the algebra book?

- a. The authors believe that some students are naturally more intelligent than others.
 - b. The authors believe that students who don't know how to study will gain nothing from college.
 - c. The authors believe that some students don't know how to study, even though there are also good students who learn very quickly.
 - d. The authors believe that students who don't know how to study should not be taught algebra.
2. Which of the following study problems does "getting behind" in assignments cause?
- a. Students who get behind in assignments have to ask for extra help from their teachers, who might become angry.
 - b. Students who get behind in reading assignments have to read too much too quickly.
 - c. Students who get behind in written assignments may not get full credit when they turn in their work to the teacher.
 - d. Both b and c.
3. What method do the authors recommend for not "getting behind" in studying?
- a. Save your favorite subject for studying last.
 - b. Put off easy work until later.
 - c. Stay up late rather than waste time studying during the day.
 - d. Skip over difficult parts and ask classmates for help.
4. According to the authors, a good student's book always looks used by the end of the term. This means
- a. good students don't worry about the appearance of their books.
 - b. good students carry their books everywhere so that they often become damaged.
 - c. good students mark up their books as they read them.
 - d. none of the above.
5. Which of the following was *not* recommended as a method for studying a chapter in a textbook?
- a. Skim a chapter before reading it, and look at the questions at the end of the chapter.
 - b. Find out the meaning of all new words as you read.
 - c. After your first reading of a chapter, read the questions at the end of the chapter and try to answer them.
 - d. Pay attention to the parts of the chapter the teacher emphasizes in class.
6. Why did the authors recommend that students pretend that a test is only a game?
- a. The authors feel that test results are not a fair measure of skill.
 - b. The authors believe that this method will keep students from being terrified by tests.
 - c. The authors believe that all games should be considered as seriously as tests.
 - d. All of the above.

DISCUSSION QUESTIONS

1. According to the essay, what must you do if you get behind in your studies?
2. How many rules are discussed at some length? What are they?
3. Some people argue that if you are a good student, you should *always* keep your books clean and unmarked. Do you agree with their argument? Why?
4. Do you usually suffer from “stage fright” before taking an examination? What’s your opinion about the way of curing it that is presented in the essay? Do you think it will work for you?
5. Faced with an important examination, many students *cram*—they study intensively at the last minute for an exam—by staying up late and washing down chapter after chapter with strong tea or coffee. What do you do before taking an important exam?
6. What’s more important in your opinion, getting good grades or learning something useful and interesting?

2. Why Not Speed Up Your Reading?

Leonard A. Stevens

For many people today, reading is no longer relaxation. To keep up with their work they must read letters, reports, trade publications, interoffice communications: a never-ending flood of words. In getting a job or advancing in one, the ability to read and comprehend quickly can mean the difference between success and failure. Yet the unfortunate fact is that most of us are poor readers.

A few months ago a man who had been promoted to a top management job came to see Dr. Emmett A. Betts, director of Temple University's Reading Clinic. The first morning on his new job he had found a huge pile of mail on his desk. He realized it would take him most of the day just to read the letters; moreover, a similar pile would confront him every morning.

A reading test showed that the executive was reading only about 160 words a minute. He was an engineer who had spent years plowing through¹ difficult technical material. He had been forced to go slowly to get the meaning. Soon he began reading everything, even light fiction, at the same turtle's pace. Dr. Betts diagnosed the executive's reading problem as a common one—inability to "shift gears."² If the subject matter were difficult, careful reading was justified; when it was easy, he should have zipped through it.³

First, Dr. Betts forced the executive to read exceptionally fast some first-and second-grade material. Then he gave him increasingly difficult texts. Soon the former engineer was reading on his job at about 900 words a minute—and his problem was over.

Bad readers trudge home with briefcases bulging with material that should have been read on the job. Recently the vice-president of a large company conferred with Paul D. Leedy, adult adviser at New York University's Reading Institute. Nights and weekends, he said, he had to catch up on reading he should have done at the office, leaving little time to devote to his family.

Leedy found that the executive was a word-by-word reader. He gave him special assignments to help him grasp whole phrases instead of individual words, and also gave him assignments on a reading accelerator.⁴ This moves a curtain down a page at a predetermined rate of speed, forcing the student to read faster to keep ahead of it. At first the executive felt he was reading only superficially. But as his speed picked up,⁵ he found he was getting more out of his reading. Soon he was reading nearly 1,200 words a minute, compared to 225 when he started.

An engineer reported graphic evidence⁶ that faster reading improves concentration. He told of working with a reading accelerator in a room outside which children were playing noisily. At first he couldn't keep up with the pace set by the accelerator because
35 of the clatter. As an experiment he set the device to scan the pages even faster. He soon found that he was concentrating so hard on keeping up with the machine that he was no longer aware of the noise.

Most reading faults can be traced to early school training. According to Dr. Betts,
40 two persons out of five in school were forced to read material too difficult for them to understand at the time, a frustrating experience which left them with bad reading habits.

Fortunately, almost anyone can learn to read faster and with more comprehension. Age makes little difference. According to a recent study of 138 students at The Reading Laboratory, Inc., all age groups showed a marked increase in reading rate after
45 training—from 93 percent for the 50—59 age group to 142 percent for the 20—29. Dr. Mila Banton Smith, director of New York University's Reading Institute, says that the average adult student, in 28 training hours, nearly triples his reading speed and boosts his comprehension by about 30 percent.

The best way to improve your reading, of course, is to enroll in a reading clinic. If
50 there's no clinic handy or you cannot afford special training, most experts agree you can improve your reading ability yourself—provided you have no eye trouble. (If reading tires you easily or makes your eyes or head ache, you should consult a doctor.)

Here are some suggestions on how to train yourself:

If you are a lip reader, mouthing each word so you are slowed down to a snail's
55 pace, place a finger on your lips and hold them firmly until the habit has been broken.

If your head swings as your eyes move along a line, lock your head between your hands as you read.

To break yourself of the habit of following print with your finger, grip the sides of what you are reading firmly with both hands.

60 Read in a quiet spot, as free from distractions as possible. But don't daydream; force yourself to concentrate on what you're reading.

If you stumble over unfamiliar words, try to guess the meaning from the context, then check the meaning in a dictionary later.

Make your eyes literally leap, over lines of print and try to grasp the meaning of
65 whole phrases at a time.

Race an alarm clock. Estimate the number of words in an article or book chapter and set a time limit on how long you should take to read it. Set the alarm for that period of time. See if you can finish before the alarm goes off. Gradually shorten your target time.⁷

70 After reading a section as fast as you can, pause and summarize in your mind the author's main points. Check yourself by reviewing the section.

Don't reread. Pretend the words disappear as your eyes pass over them. You'll probably be surprised to find that you didn't miss anything important.

Try glancing only at nouns and verbs in sentences to see how much you can get out of reading this way. Underlining these key words may help you get started, but stop underlining as soon as you catch on to the technique.⁸

Draw a line down the center of a newspaper column. Center your vision on the line and try to grasp the meaning of the words on each side as you move down the page.

The secret of success is constant practice. The pay-off will be worth the effort.

From *The Reader's Digest*, January, 1955.

Approximately 1,000 words.

NOTES

1. plowing through: = ploughing through, forcing a way through, i. e., reading with difficulty
2. "shift gears": change from one gear to another, here it means to change one's reading speed
3. zipped through it: read it quickly
4. reading accelerator: a mechanical device adjusted for different speeds to limit the time for reading each line of a book, used to increase reading speed
5. as his speed picked up: while his reading speed quickened
6. reported graphic evidence: gave vivid, convincing facts
7. target time: a period of time set for reading a piece of writing
8. catch on to the technique: understand and can make use of the technique

COMPREHENSION QUESTIONS

1. One executive's pile of mail would take him
 - a. most of the day just to read.
 - b. half a day to read.
 - c. all day to read.
 - d. all day to read and answer.
2. What was the reading rate of that executive for one minute?
 - a. 138 words.
 - b. 160 words.
 - c. 180 words.
 - d. 205 words.
3. The fastest reading rate mentioned is about