

An Extensive Reading Course

二十一世纪大学英语

主 编: 蒋永国

副主编: 金 珏 柏云彩

总主编: 周建平

泛读教程

21st Century College English

东南大学出版社

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第一册

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世纪大学英语 泛读教程



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第一册

主 编：蒋永国

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An Extensive Reading Course

Book 1

for
21st Century College English

内 容 提 要

本教程是一套面向 21 世纪信息社会,具有强烈时代气息和突出语言交际技能培养的新编大学英语 1~4 级泛读教材。各级教程所选课文题材广泛,文理兼顾;内容新颖,时代气息浓郁;并融思想性、知识性、趣味性和可读性于一体。所选语篇语言由浅入深、循序渐进;篇幅适中,便于课堂教学操作。课后练习分为固定题型(Exercise A)和可变题型(Exercise B)两大部分。书后附有练习参考答案及总词汇表。本教程主要使用对象为大学一、二年级本科生,同时也可供社会上高中毕业以上文化程度或具有中级英语水平的广大英语爱好者自学或培训使用。

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《21 世纪大学英语泛读教程》

编委名单

总主编 周建平

编委 (以姓氏笔画为序)

田 丽	石小娟	朱纪伟	周 固
金 珏	周建平	柏云彩	胡碧媛
唐仁芳	蒋永国	蒯莉萍	戴苏东

序

改革开放以来，中国的英语教学取得了有目共睹的成绩。在21世纪即将到来之际，我们国家正处于一个快速发展时期，经济建设蒸蒸日上，对外交流不断扩大。飞速发展的形势对高等院校的英语教学及人才培养的质量提出了更高的要求。为了适应这种新的形势和要求，我们需要深化教学改革，转变教育思想和教学模式。加强英语教材建设是改革大学英语教学重要的一环。一套好的教材无疑会调动教与学两个方面的积极性，促进教学质量的不断提高。

南京邮电学院外语部周建平等十几位教师根据文理本科兼用的《大学英语教学大纲》的基本要求，同时又考虑到新大纲的即将颁布及21世纪对专业人才外语水平的更高要求，并结合他们多年来的教学经验，精心编写了这套《21世纪大学英语泛读教程》，体现了一种教学改革的超前意识和探索精神，值得肯定和鼓励。

英语的听、说、读、写四项基本技能是一个整体，不可分割，而阅读是基础，十分重要。一个中国学生，如果英语读都读不懂，怎么能听得懂？怎么能用英语进行口头或笔头交际？我一向主张学习英语要大量阅读。通过大量阅读，可以积累语言知识，巩固语法，扩大词汇量，掌握用法，提高速度，培养语感。《21世纪大学英语泛读教程》为学生提供了丰富的阅读材料。这套教材结构合理，编排得当。课文语篇题材广，内容新，具有鲜明的时代特征，且文理兼顾，篇幅适中。练习设计题型多样，可以对学生阅读进行有效指导。除传统的多项选择客观题外，编写者还设计了简短回答题、讨论题、应用文习作等主观题，为学生创造使用语言的机会，以锻炼他们运用英语的能力，从而将阅读训练与其他技能训练有机结合起来。

相信这套教材的正式出版将有助于大学英语教学改革的深入开展和教学质量的进一步提高。

王守仁

1999年6月27日于南京大学

前言

为了加快大学英语教材建设,探索外语教学改革的新路,激发学生对泛读课的学习兴趣,拓宽他们英语基础知识的范围,开扩对现代社会多向信息的视野,培养他们应用英语的基本技能,进一步提高他们的语言交际能力,我们根据《大学英语教学大纲(文理科本科用)》的基本要求,从我国改革开放不断深入和对外交往不断扩大的实际需要出发,在总结多年来泛读教学经验的基础上,精心研编了这套《21世纪大学英语泛读教程》。

本教程系一套面向 21 世纪信息社会,具有强烈时代气息和突出语言交际技能培养的新编大学英语 1~4 级泛读教材。各级教程所选课文题材广泛多样,文理兼顾;内容新颖,具有浓郁的时代气息;范围涉及文学、历史、音乐、影视、艺术、体育、军事、教育、文化习俗、社会生活、新闻报导、金融财政、动物趣闻、自然地理、天文研究与发现、航空航天、宇宙探秘、气象学、生态学、自动化技术、计算机应用、人物传记、绿色革命、卫生保健、医学最新成果、管理工程学等诸多方面,反映了当今社会信息的多向性和丰富性,展现了现代科技、经济和文化教育的飞速发展以及人们生活、思想观念变化的多姿多彩,并融思想性、知识性、趣味性和可读性于一体。

各级教程所选语篇在语言上有比较明显的梯度,体现了由浅入深、循序渐进的原则;在体裁上以说明文、记叙文、散文和小杂文为主;在篇幅上绝大多数比较适中,便于课堂教学操作。

各级教程中课文后面所设计的练习分为固定题型练习(Exercise A)和可变题型练习(Exercise B)两大部分。这是本教程的一大特色。固定题型练习包括阅读理解题、简短问答题和讨论题 3 种题型;可变题型练习包括根据上下文猜测词意、选择段落主题句、小结句子概意、归纳段落及短文的中心意思、完成应用文习作等 10 余种不同的题型。前者主要培养学生的阅读理解能力,后者着重提高学生的语言运用和应变能力。

本教程既确保了语言基础知识的传授,又突出了语言基本技能和交际能力的培养和提高。

《21 世纪大学英语泛读教程》总主编为周建平。

本册主编由蒋永国担任,副主编由金珏、柏云彩担任。主审由美国专家 John Luckey 担任。全书由东南大学出版社出版。

南京大学外国语学院院长、博士生导师王守仁教授在百忙中为本教程作了序,谨此表示最衷心的感谢。

吴淑华同志担任全书电脑文字录入和排版工作,在此我们也表示衷心的感谢。

本教程主要使用对象为大学一、二年级本科生，同时也可供社会上高中毕业以上文化程度或具有中级英语水平的广大英语爱好者自学或培训使用。

由于编者水平与经验有限，加之时间仓促，教材中难免还有不足和疏漏之处，恳请同行专家和广大读者批评指正。

编 者

1999 年 7 月

使用说明

本书为《21 世纪大学英语泛读教程》第 1 册，供大学英语一年级上学期学生使用。

本册共有 10 个单元，每个单元包括 3 篇课文。每篇课文后有生词短语和练习，书后附有练习参考答案及总词汇表。

课文语篇全部选自国内外公开出版的原文材料，少数语篇略有删改。课文选材既突出了一个“新”字，又体现了一个“泛”字，且注意了思想性、知识性、趣味性和可读性四者的并重。

课文注释一律采用脚注形式，释义以英文为主、中文为辅，主要解决有关背景知识和疑难语言现象。部分注释条目用英文不易解释清楚，则直接注出汉义，以帮助学生顺利阅读。

生词短语部分主要列出当课出现的新词、难词及一些有用的词组或短语。一方面帮助学生扫除阅读中的语言障碍，另一方面逐步扩大他们的词汇量。

课后练习包括固定题型 (Exercise A) 和可变题型 (Exercise B) 两大部分。固定题型练习设有选择题、简短问答题和讨论题 3 种题型，旨在帮助学生回忆课文内容，检查学生对课文的理解程度，也可结合课文内容和现实生活，引导学生用英语展开对一些问题的讨论，将思想素质教育贯串其中；可变题型练习在本册中设有猜测词义、选择段落主题句、写出段落主题句及完成若干应用文习作，着重训练和提高学生的阅读技能和语言应用能力。所有练习原则上由学生独立或商讨（主要是可变题型部分）完成，教师可在课堂上予以检查和纠正。

第 1 册的阅读量为 25 700 字，略高于大纲所规定的指标。教师可视具体情况有选择地使用。

泛读本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，先由学生在课前预习，然后在课堂上进行必要的讲解、讲座和检查。教师的一切活动应有利于激发学生的阅读兴趣，使学生通过大量的阅读实践逐步掌握必要的阅读技能，全面提高阅读能力和语言的综合运用能力。

编 者

1999 年 7 月

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Unit One

1. A Rising Star

When she arrived in the United States in 1985 and landed a job as a saleswoman in a clothing store, Han Feng didn't speak English very well and was afraid to answer the telephone. Today, things are different.

Originally from Hangzhou, China, Han, 31, is among New York's up-and-coming fashion designers—a distinction she has earned without any formal training in fashion design. But Han makes up for her lack of formal training by drawing upon something far richer: her Chinese background. Using the simplicity of old Chinese styles and her own fluid and feminine style^①, Han creates classic, yet simple, designs that are striking a chord with American buyers^②.

If praise for Han is flowing today, it was a long time in coming. After she emigrated from China with her American husband, Stuart Schonberger, she started to inquire about becoming a designer. The response: study English for two years, attend design school for four more and then work as a buyer at a retailing company for another four years after that. Then, maybe—and only maybe—she could start designing.

"I didn't listen to them," says Han laughing, her broad smile lighting up her face. "I did not want to wait 10 years. I wanted to do it my way."

And so she did. After attending English classes at Hunter college for six months, Han applied for a job as a buyer at Bloomingdale's^③. She wasn't selected. Then she turned to a fabric company, Shamash and Sons, Inc. ^④, which imports Chinese silk and rayon textiles.

During her year-and-a-half with the company, she familiarized herself with different materials, and on the side^⑤ began to design and produce her own scarves and clothing. "I started to sell a few pieces out of the office and made US \$ 5,000," she says. "Then, I thought, 'This could be a business.'"

That was back in 1987. By 1991, however, her work had not grown substantially. "I decided I would give it one more year and all my effort, but if that didn't work, then I would quit."

①her own fluid and feminine style: 自身流畅及女性化的风格

②striking a chord with American buyers: 令美国主顾趋之若鹜

③Bloomingdale's: 时装公司名

④Shamash and Sons, Inc.: Shamash 父子公司

⑤on the side :in addition

Han put more time and energy into designing – and soon it began to pay off. “In my first season, I made US \$250,000 in sales, then I doubled that to US \$500,000 in the second season. Now, in my third season I have made approximately US \$1 million in sales,” says Han, whose clothing retails from US \$150 for a scarf to US \$800 for an evening coat. She also developed new clients, including Saks Fifth Avenue^①, as well as specialty shops like Linda Dresner and Ultimo. Last October, the prominent fashion tabloid *Women’s Wear Daily*^② selected her as one of the eight young entrepreneurs who are contributing to “great American design”. International fashion magazines, including Elle, Vogue, and Harper’s Bazaar have also run photographs of her designs.

While Han has begun to make her mark in New York’s fashion world, she hasn’t forgotten her roots. So strong, in fact, are the lingering effects of Han’s up-bringing that she attributes part of her success to them. “My Chinese background affects my philosophy,” she says. “I love everything to be simple, and I try to bring out opposites in my designs^③. I make pieces which can be used for more than one purpose. I get a lot of inspiration from the old styles.”

Han’s focus on simplicity has great appeal in a country where basic styling is a big seller, but she is looking to add something of her own. She also aims to design clothing which is affordable, easy to wear, yet distinct. “I admire the classic American style that Ralph Lauren created, but I am different. I take basic fabric in a simple shape, and make it look unique. My style is dramatic because the woman’s body is what gives my clothing its shape.”

Still, while aware that she is indebted to her Chinese past, Han wants to concentrate on the U.S. for now. “My goal is to become an important American designer,” she says, “Right now, I am focusing on the American market.” Next she plans to concentrate on Europe, and then Asia, where, she says: “I hope someday people in China will wear my clothes.”

From *English Salon*, April 1995
Approximately 720 words

New Words and Expressions

originally	/ə'ridʒənəli/	ad.	原来
distinction	/di'stɪŋkʃən/	n.	卓著
simplicity	/sim'plisiti/	n.	简朴
feminine	/feminin/	a.	女性的

①Saks Fifth Avenue: 萨克斯在第五大街的时装店

②*Women’s Wear Daily*: 《女性服饰日报》(一时装小报)

③bring out opposites in my designs: 在设计上构思相互形成鲜明对比的色调或图案

emigrate	/ˈemigreɪt/	vi.	移居外国
inquire	/ɪnˈkwaɪə/	vi.	询问
textile	/ˈtekstail/	n.	纺织品
familiarize	/fəˈmiliəraɪz/	vt.	使熟悉
substantially	/səbˈstænjəli/	ad.	实质地
approximately	/əˈprɒksɪmɪtli/	ad.	大约
prominent	/ˈprɒmɪnənt/	a.	著名的
tabloid	/ˈtæblɔɪd/	n.	(以轰动性报道为特点的)小报
entrepreneur	/ˌɒntreprəˈnəʊ/	n.	企业家
lingering	/ˈlɪŋɡərɪŋ/	a.	逗留的
inspiration	/ˌɪnspəˈreɪʃən/	n.	灵感
unique	/juːˈniːk/	a.	独一无二的
quit	/kwɪt/	vi.	放弃
make up for		(L.6)	弥补
be indebted to		(L.48)	对...感激
focus on		(L.50)	集中精力于...

Exercise A

I Select one answer which is most accurate according to the information given in the text.

- When Han Feng arrived in the United States, she _____.
 A) didn't speak English very well
 B) was afraid to answer the phone
 C) landed a job as a saleswoman in a clothing store
 D) all of the above
- In order to become a designer, Han Feng was told to do all of the following EXCEPT _____.
 A) study English for two years
 B) attend design school for four years
 C) draw upon something from her Chinese background
 D) work as a buyer at a retailing company for another four years
- According to the passage, Han Feng made _____ U.S. dollars in her third season.
 A) approximately \$ 1 million
 B) \$500,000
 C) \$250,000
 D) \$5,000
- Which of the following is NOT true?
 A) Han Feng loves everything to be simple.
 B) Han Feng attributes her success to America.
 C) Han Feng tried to bring out opposites in her designs.
 D) Han Feng makes pieces which can be used for more than one purpose.

5. The passage is mainly about _____.
A) how Han Feng becomes a successful fashion designer in America
B) how people make money by designing fashion clothes
C) how Chinese background affects one's success in America
D) both B and C

II Give a short answer to each of the following questions according to your understanding of the text, using as few words as possible.

1. Did Han Feng receive any formal training in fashion design?

2. How did Han Feng make up for her lack of formal training?

3. What kind of clothing does she aim to design according to the passage ?

4. According to Han Feng, what is she determined to focus on right now?

5. When it comes to Asia, what does she hope?

III Discussion Questions

1. What should we learn from Han Feng?
2. What qualities do you think a successful person should possess? State your reasons.

Exercise B

I In each of the following items, there is an underlined word which you may not know. Guess the meaning of the word from the context of the sentences.

1. Mrs. Jones identified the suspect by the scar on his face.
What does "identify" mean?

2. We waited more than half an hour for Beth, but eventually we had to leave without her.
What does "eventually" mean?

II Read each of the following paragraphs. Work with another student, and decide on the best topic. Be sure your topic is not too general or too specific. Then write the topic below the paragraph.

1. In London , it can rain several times a day; each time the rain may come suddenly after the sun is shining brightly. The air is damp and chill right through July. On one March afternoon on Hampton Heath last year it rained three times, there was one hail storm, and the sun shone brilliantly—all this within two hours' time. It is not unusual to see men and women rushing down the street on a sunny morning with umbrellas on their

arms. No one knows what the next few moments will bring.

Topic: _____

2. Just as I settle down to read or watch television, he demands that I play with him. If I get a telephone call, he screams in the background or knocks something over. I always have to hang up to find out what's wrong with him. Baby-sitting with my little brother is no fun. He refuses to let me eat a snack in peace. Usually he wants half of whatever I have to eat. Then, when he finally grows tired, it takes about an hour for him to fall asleep.

Topic: _____

3. As a popular saying goes, "Health is better than wealth." Good health enables one to seek after his goal in the career he pursues and make contributions to society. Only in good health can one taste the sweetness and happiness of a comfortable life. Poor health, however, discourages one from facing the challenging life in a competitive society. Therefore, health is of great importance to everyone.

Topic: _____

2. Love

Katherine Hepburn

Now I'm going to tell you about Spencer.

It seems to me I discovered what "I love you" really means. It means I put you and your interests and your comfort ahead of my own interests and my own comfort because I love you.

5 What does this mean?

I love you. What does this mean?

Think.

We use this expression very carelessly.

10 LOVE has nothing to do with what you are expecting to get—only with what you are expecting to give—which is everything.

What you will receive in return varies. But it really has no connection with what you give. You give because you love and you cannot help giving. If you are very lucky, you may be loved back. That is delicious but it does not necessarily happen.

15 It really implies total devotion. And total is all-encompassing—the good of you, the bad of you. I am aware that I must include the bad.

I loved Spencer Tracy. He and his interests and his demands came first.

This was not easy for me because I was definitely a *me me me* person.

20 It was a unique feeling that I had for S.T.. I would have done anything for him. My feelings—how can you describe them?—the door between us was always open. There were no reservations of any kind.

He didn't like this or that. I changed this and that. They might be qualities which I personally valued. It did not matter. I changed them.

Food—we ate what he liked.

We did what he liked.

25 We lived a life which he liked.

This gave me great pleasure. The thought that this was pleasing him.

Certainly I had not felt this way with my other beaux. I was looking for them to please me. It is a very different relationship. It's like a wonderful cocktail party. But it ain't love.

30 There is an enormous difference between love and like. Usually we use the word "love" when we really mean like. I think that very few people ever mean *love*. I think that like is a much easier relationship. It is based on sense. A blind spot—love.

People have asked me what was it about Spencer that made me stay with him for

35 nearly thirty years. And this is somehow impossible for me to answer. I honestly don't know. I can only say that I could never have left him. He was there—I was his. I wanted him to be happy—safe—comfortable . I liked to wait on him—listen to him—feed him—talk to him—work for him. I tried not to disturb him—irritate him—bother him—worry him, nag him. I struggled to change all the qualities which I felt he didn't like. Some of them which I thought were my best I thought he found irksome. I removed them, squelched them as far as I was able.

40 When he was sort of toward the end of his life—his last six or seven years—I virtually quit work just to be *there* so that he wouldn't worry or be lonely. I was happy to do this. I painted—I wrote—I was peaceful and hoping that he would live forever.

He was a great actor—Simple. He could just do it. Never overdone. Just perfection. There was no complication. The performance was unguarded. He could make you laugh.
45 He could make you cry. He could listen.

Someone asked me when I fell for Spencer. I can't remember. It was right away. We started our first picture together and I knew right away that I found him irresistible. Just exactly that, irresistible.

50 I have no idea how Spencer felt about me. I can only say I think that if he hadn't liked me he wouldn't have hung around. As simple as that. He wouldn't talk about it and I didn't talk about it. We just passed twenty- seven years together in what was to me absolute bliss.

It is called LOVE.

From *English Salon*, March 1994

Approximately 670 words

New Words and Expressions

encompass	/in'kʌmpəs/	vt.	包括
beau	/bəu/	n.	情人
nag	/næg/	vt.	唠叨
irksome	/'ə:ksəm/	a.	使人厌烦的
squelch	/skweltʃ/	vt.	克服; 镇压
complication	/'kɒmpli'keɪʃən/	n.	复杂
unguarded	/'ʌn'gɑ:did/	a.	没有防备的; 没有遮掩的
bliss	/blis/	n.	幸福
fall for	(L.46)		对...倾倒, 爱上
hang around	(L.50)		聚在...附近