



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 泛读 College English

总主编 董亚芬
EXTENSIVE READING

学生用书 STUDENT'S BOOK

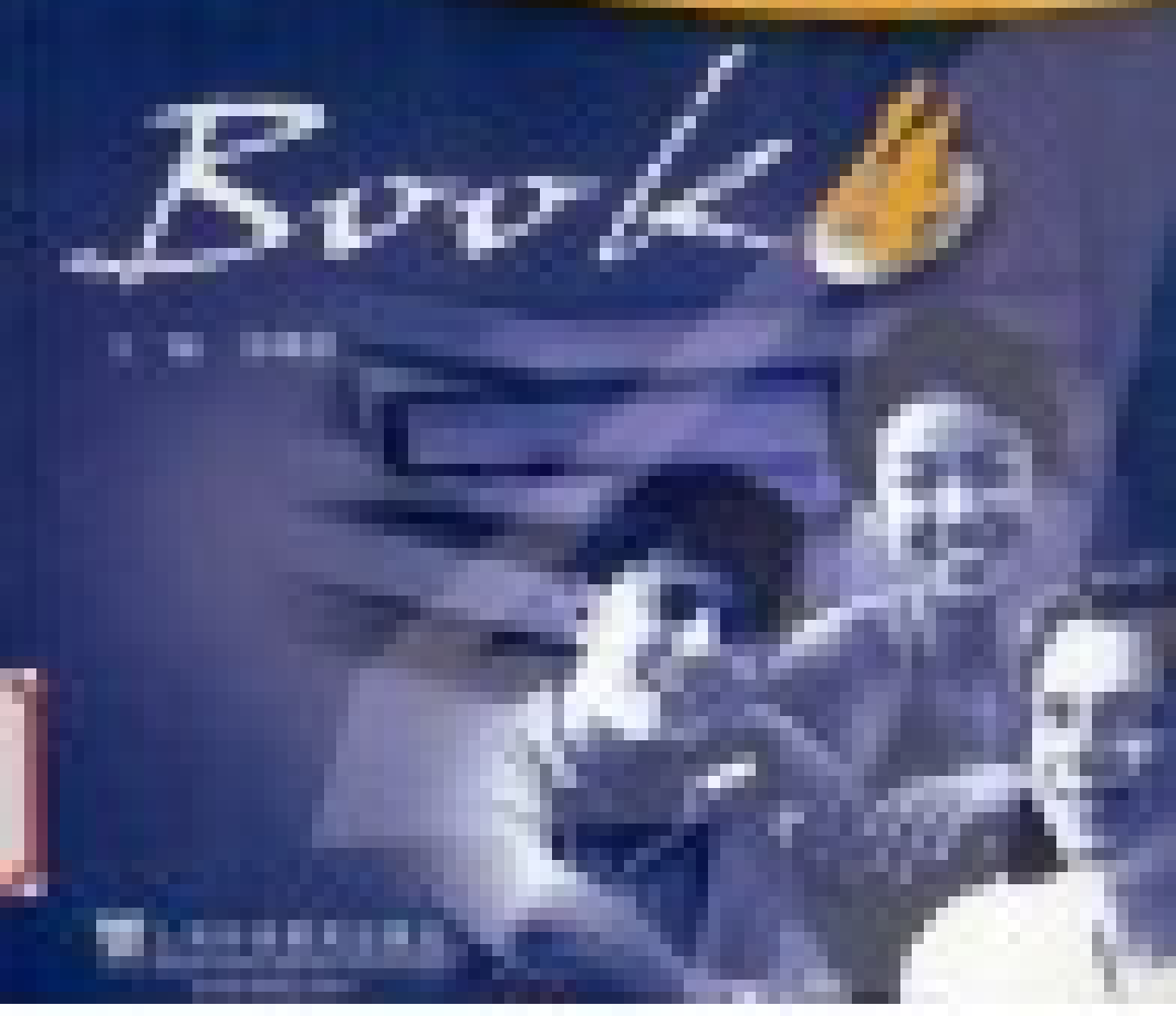
Book 4

主 编 张硯秋

大学英语 泛读 College English

第 1 册
EXTENSIVE READING
第一册

Read





教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 泛读 College English

总主编 董亚芬

EXTENSIVE READING

学生用书 STUDENT'S BOOK

Book 4

主 编 张砚秋

编 者 解又明 王珠英 韩满玲

图书在版编目(CIP)数据

大学英语泛读. 第4册 / 张硌秋主编. —3版. —上海:

上海外语教育出版社, 2011

(大学英语系列教材)

ISBN 978-7-5446-2186-1

I. ①大… II. ①张… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆CIP数据核字(2011)第045405号

本书部分图片由北京全景视拓图片有限公司 www.quanjing.com 提供。

本书著作权归上海外语教育出版社所有。未经书面授权, 本书任何部分之文字及图片, 不得以任何方式抄袭、节录或翻印; 不得以任何形式出版与之配套的辅导材料。

本书封底印有版纹印刷防伪图标。如对版本真伪存有疑问, 请致电本社反盗版办公室: 021 6536 6698

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杨自伍

印 刷: 上海市崇明县裕安印刷厂

开 本: 787×1092 1/16 印张 21.75 字数 547千字

版 次: 2011年4月第1版 2011年7月第2次印刷

印 数: 50 000 册

书 号: ISBN 978-7-5446-2186-1 / H · 0984

定 价: 37.00 元

本版图书如有印装质量问题, 可向本社调换

《大学英语》第三版 编委会名单

总主编 董亚芬

编 委 (以姓氏笔画为序)

王德杰 (兰州大学)

石 坚 (四川大学)

刘滢波 (华南理工大学)

余渭深 (重庆大学)

张 森 (河北科技大学)

李 超 (西南民族大学)

李霄翔 (东南大学)

杨世强 (昆明理工大学)

杨惠中 (上海交通大学)

周玉忠 (宁夏大学)

姜毓锋 (哈尔滨理工大学)

贾国栋 (中国人民大学)

章少泉 (江西师范大学)

曾凡贵 (湖南大学)

雷小川 (华中科技大学)

白永权 (西安交通大学)

刘龙根 (上海交通大学)

庄智象 (上海外国语大学)

宋 黎 (大连理工大学)

张砚秋 (北京大学)

李荫华 (复旦大学)

杨 跃 (西安电子科技大学)

杨治中 (南京大学)

汪火焰 (武汉大学)

罗立胜 (清华大学)

徐青根 (苏州大学)

崔 敏 (吉林大学)

谢之君 (上海大学)

虞苏美 (华东师范大学)

臧金兰 (山东师范大学)

总 序

《大学英语》是遵照 1986 年国家教委审定的《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、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。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。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

本次修订重点:

精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1)words to drill(通过反复操练能熟练掌握其用法的单词);(2)words to remember(能记住其形、音、义的单词);(3)words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍

及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者们虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006年3月

编者的话

《大学英语》系列教材自 1986 年问世以来,为适应教学形势的变化,几经修改,于 1992 年出版正式本,并于 1998 年进行了修订。这套教材使用了 20 年,受到使用院校的广泛欢迎,曾先后获国家级奖项,它的生命力在于与时俱进,不断更新,不断完善。

本书为《大学英语》系列教材(第三版)泛读教程。本次修订是按照 2004 年教育部颁布的《大学英语课程教学要求(试行)》并结合当前我国大学英语的实际情况而进行的。因此,我们的修订的方向是:在提高阅读能力的同时,要注重培养学生综合应用英语的能力。

本次修订时不改变原书的体例,即每册十个单元,每单元三篇课文。由于各院校课程安排不同,各地学生阅读能力存在差异,各院校可视具体情况有选择地使用本教材。我们在编排时,每个单元的第一课内容更精彩些,使用时可着重处理。

每篇课文后有两种练习,一是阅读练习,二是词语应用练习。词语应用练习的形式力求多样、新颖,例如多义词用法小结、小词的活用及搭配、同形异义词辨析、以及词的派生等,既能帮助归纳已学知识,又能锻炼学生的应变和适应能力。阅读练习是一定要做的,词语练习可根据个人需要和能力,或全做或选做一部分。为了提高学习兴趣,每十五课后增加一个自测练习,备有供休闲阅读的篇章,学生可自己检查阅读能力的提高。(英译汉及词语练习答案均在“教师用书”里。)

在此次修订时,我们侧重于方便读者,把脚注改为边注。我们的注释原则是:根据 2000 版《大学英语教学大纲词汇表》,中学词汇一律不注,只注四级以上词汇。同根词,在释义不变的情况下,不予重注。由于全国外语教学发展不平衡,各地学生的词汇量相差悬殊,我们的出发点是尽量照顾英语基础相对薄弱的学生。有些单词对某些学生不是生词,但对另一些学生可能是生词,边注详尽为后者提供便利,免去他们查阅字典的麻烦。不过读者应当记住,边注的目的是有利于阅读,而不是给阅读造成障碍。当你阅读时,最好养成一气呵成的阅读习惯,培养从上下文猜测词义的能力,如无阅读障碍,不必顾及边注。当你遇到词语障碍时,再去求助于边注。此外,课文后面列有某些背景知识和长句释义,供贯通理解课文时参考。注码不带圈者为边注,注码带圈者为篇末注释。

总之,泛读教程力求为英语学习提供阅读的园地,注重培育学习兴趣,有助于学生课外积极主动地进行学习,以达到巩固词汇、拓宽知识面、熟悉英语国家文化的目的。我们希望这本泛读教程能成为读者掌握和应用英语的好帮手。

《泛读》(试用本)于 1986 年问世时,曾得到主审王岷源老先生的耐心指导。此次的再修订得到了北京大学大学英语教研室的鼎力相助,并得到中国人民大学外语学院田育英教授等几位老师的大力支持,在此深表谢意。

朱荔、胡之璉、沈贤志老师曾参加本书以前的编写修订工作,特此致谢。

由于编者水平与精力有限,教材中难免还有缺憾,衷心希望读者像往常一样关心爱护这套教材,多加批评指正。

编者

2006年3月



Contents

UNIT ONE 1

1. Words That Work Miracles 1
2. An Uncertain Future 8
3. Shame 18

UNIT TWO 27

4. To Face Life with Courage 27
5. A Rifle, an Ax and a Bag of Corn 38
6. Backpacking 49

UNIT THREE 60

7. About Heroes 60
8. Armed and Dangerous 69
9. The First Piano in a Mining Camp 77

UNIT FOUR 88

10. Reagan's First Inaugural Address 88
11. What Profession to Enter? 98
12. How to Be an Employee 108

UNIT FIVE 118

13. What Makes a Leader? 118
14. Henry VIII 126
15. The Louisiana Purchase 138

TEST YOURSELF (1) 148

UNIT SIX 154

- 16. A Man Who Had No Eyes 154
- 17. Throwaway Clothes: Cool and Cheap 162
- 18. I'll Remember It in a Minute 169

UNIT SEVEN 178

- 19. My Mother's Hands 178
- 20. Preservation of the Forests 189
- 21. The Man on the Street and the Men on the Moon 199

UNIT EIGHT 209

- 22. Was There a Golden Age? 209
- 23. In the Footsteps of Giants 218
- 24. How Advertising Informs to Our Benefit 227

UNIT NINE 237

- 25. Hate 237
- 26. Homicide? 248
- 27. The Cat Is Out of the Bag 258

UNIT TEN 267

- 28. An Essay on War 267
- 29. Don't Let Stereotypes Warp Your Judgments 279
- 30. One of the Greatest Performing Artists of All Time 289

TEST YOURSELF (2) 300

APPENDICES: 307

- I. Glossary 307
- II. Key to Test Yourself (1) and (2) 334
- III. Key to Comprehension of the Text 335



Unit One

1. Words That Work Miracles



Text

“Good words cost nothing, but are worth much,” said Thomas Fuller, the 17th century British scholar. They serve to give encouragement and smooth away differences and misunderstandings, as this article explains.

“Maybe when I’m a hundred, I’ll get used to having everything I do taken for granted¹,” a young homemaker² confided³ to her neighbor. “If Bill would compliment⁴ me once in a while, he’d make my life much happier.”

5 Few of us realize how much we need encouragement. Yet we must bask⁵ in the warmth of approval now and then or lose our self-confidence.

10 All of us need to feel needed and admired. But unless we hear words of praise from someone else, how can we know that we are valued friends or co-workers?

Anyone who wants to improve his relationships with others need only show a sympathetic understanding. The way to express this understanding and to give others the feeling of importance and worthiness boils down to⁶ this: always look for

1. take ... for granted:

认为...理所当然

2. homemaker /'həʊm,meɪkə/

n. 主妇

3. confide /kən'faɪd/ vt.

吐露(秘密等)

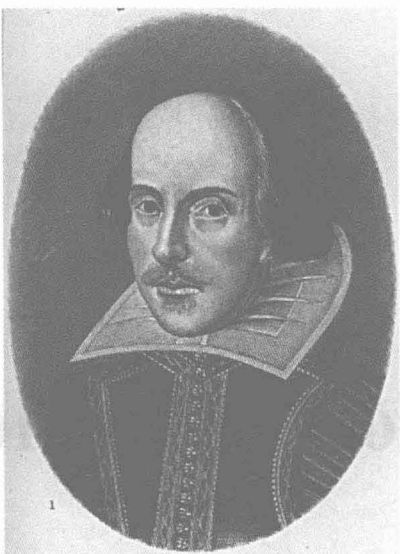
4. compliment /'kɒmplɪmənt/

vt. 赞美,恭维

5. bask /bɑːsk/ vi. 沉浸

6. boil down to: 意味着;归

结为



something in the other person you can admire and praise — and tell him about it.

We each have a mental picture of ourselves, a self-image⁷. To find life reasonably⁸ satisfying, that self-image must be one we can live with⁹, one we can like. When we are proud of our self-image, we feel confident and free to be ourselves. We function at our best. When we are ashamed of our self-image, we attempt

to hide it rather than express it. We become hostile and hard to get along with.

A miracle happens to the person whose self-esteem¹⁰ has been raised. He suddenly likes other people better. He is kinder and more cooperative with those around him. Praise is the polish¹¹ that helps keep his self-image bright and sparkling.

What has this to do with your giving praise? A lot. You have the ability to perform that kind of miracle in another person. When you add to his self-esteem, you make him want to like you and to cooperate with you.

In a classic bit of advice, Lord Chesterfield^① suggested to his son that he follow the example of the Duke de Nivernois^②: “You will perceive that he makes people pleased with him by making them first pleased with themselves.”

The effects of praise can be great indeed. A new minister called to a church jokingly referred to as “the refrigerator”, decided against criticizing his congregation¹² for its coolness toward strangers. Instead, he began welcoming visitors from the pulpit¹³ and telling his flock¹⁴ how friendly they were. Time after time he held up a picture of the church as he wanted it to be, giving his people a reputation to live up to¹⁵. The congregation thawed¹⁶. “Praise transformed the ice-cube members into warmhearted human beings,” he said.

Sincerity¹⁷ is essential in giving praise. It lends potency¹⁸ to a compliment. Coming home after a hard day's work, the man who sees the faces of his children pressed against the window,

7. self-image /ˌself'ɪmɪdʒ/ n.

自我形象

8. reasonably /ˈriːzənəbli/

ad. 合理的

9. live with: 容忍

10. self-esteem /ˌself'ɪstiːm/

n. 自尊; 自负

11. polish /ˈpɒlɪʃ/ n. 上光

剂; 润饰

12. congregation /ˌkɒŋgrɪ-

'geɪʃən/ n. 教堂会众

13. pulpit /ˈpʊlpɪt/ n. 教堂

的讲坛

14. flock /flok/ n. 全体教徒

15. live up to: 符合, 不辜负

16. thaw /θə:/ vi. 变得随

和; 融化

17. sincerity /sɪn'serɪti/ n.

真诚

18. potency /ˈpəʊtənsi/ n. 潜力

Unit One 1. Words That Work Miracles



55 watching for him, can water his soul with their silent but golden opinion.

Praise helps rub off the sharp edges of daily contact. No-
where is this truer than in marriage. Yet it is perhaps in the
home that the value of praise is less appreciated than else-
60 where. The spouse who is alert to say the heartening¹⁹ thing at
the right moment has learned one of the most important re-
quirements for a happy family life.

Children, especially, are hungry for praise, reassurance²⁰
and appreciation. A young mother told her pastor²¹ of a heart-
65 rending²² incident:

“My little boy often misbehaves²³, and I have to scold
him. But one day he had been especially good. That night, af-
ter I tucked him in bed and started downstairs, I heard him
crying. I found his head buried in the pillow. Between sobs he
70 asked, ‘Mommy, haven’t I been a pretty good boy today?’”

“That question went through me like a knife,” the mother
said. “I had been quick to correct him when he did wrong, but
when he had behaved, I hadn’t noticed. I had put him to bed
without a word of praise.”

75 Take the trouble to find something to commend²⁴ in your
child, and you will discover that both his ability and attitude
will improve. Encouragement through praise is the most effec-
tive method of getting people to do their best.

As artists find joy in giving beauty to others, so anyone
80 who masters the art of praising will find that it blesses the giver
as much as the receiver. There is truth in the saying, “Flowers
leave part of their fragrance²⁵ in the hand that bestows them.”

19. heartening /'hɑ:tənɪŋ/
a. 鼓舞人心的

20. reassurance /rɪ:ə'ʃʊərəns/
n. (信心)恢复, 再安慰

21. pastor /'pɑ:stə/ n. 本堂
牧师

22. heart-rending /'hɑ:t-
rendɪŋ/ a. 令人心碎的

23. misbehave /mɪsbr'herv/
vi. 举止失礼

24. commend /kə'mend/
vt. 表扬, 称赞

25. fragrance /'freɪgrəns/
n. 香味

From Reader's Digest, July, 1991.



Notes

- ① Lord Chesterfield (1694–1773) (L. 39): English statesman and wit. He is



College English Extensive Reading (4)

chiefly remembered for his *Letters to His Son*, which gives a vivid and often amusing insight into the morality of the age.

- ② the Duke de Nivernois (L. 40): 18th century French statesman, ambassador of France to England



Exercises



Comprehension of the text

1. Read the following statements and decide whether they are true (T) or false (F) according to the text.

1. The author means to say that the young need more compliments than the elderly. T ☐ F ☐
2. Few people need to hear words of praise from others because they feel it natural to be kind to each other. T ☐ F ☐
3. According to the author, one will be hard to get along with if he finds life unsatisfying. T ☐ F ☐
4. If a person's self-esteem is raised, he will probably be more friendly to others. T ☐ F ☐
5. By citing the new minister's example, the author means to tell the readers that we must live up to our reputation. T ☐ F ☐
6. You are expected to compliment others, though sometimes you don't want to. T ☐ F ☐
7. Praise is more acceptable among strangers. T ☐ F ☐
8. Sincere compliments and praise can have a polishing effect on human relationships. T ☐ F ☐

2. Choose the best answer to each of the following questions based on the information from the text.

1. Words of praise are important because they make the person praised _____.



- A) have a realistic idea of himself
 - B) find his real admirer
 - C) know his true friend
 - D) see his importance
2. One's relationships with others can fall into trouble if _____.
A) he shows no understanding of whatever they do
B) he finds nothing to admire and praise in them
C) he takes for granted whatever they do
D) he values everything they say and do
3. People work at their best when they feel _____.
A) dissatisfied with their self-image
B) more worthy of others' appreciation
C) they are more important than others
D) they have a satisfactory self-image
4. A person's self-esteem must be respected so that he _____.
A) will be happy and cooperative
B) will make us his best friends
C) will be content and sparkle
D) will reward you
5. The new minister is worthy of people's admiration in that _____.
A) he sees to it that their self-esteem is well protected
B) he shows his friendliness to his congregation
C) he warmly welcomed all visitors from the church
D) he leaves a good reputation for his people to live up to
6. According to the author, even family members, young or adult, care about _____.
A) family occasions
B) their standard of living
C) timely encouragement
D) domestic comfort

3. Translate the following sentences from the text into Chinese.

1. Yet we must bask in the warmth of approval now and then or lose our self-confidence. (L. 5)
-
2. When we are proud of our self-image, we feel confident and free to be ourselves. (L. 23)
-
3. A new minister called to a church jokingly referred to as "the refrigerator", decided against criticizing his congregation for its coolness towards strangers. Instead, he