

An Extensive Reading Course

二十一世纪大学英语

主 编: 朱纪伟

副主编: 田 丽 唐仁芳

总主编: 周建平

泛读教程

for

21st Century College English

东 南 大 学 出 版 社



第三册

23

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Book 3

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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》

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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世纪即将来临之际，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。

本册主编由朱纪伟担任,副主编由田丽、唐仁芳担任。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 12 月

使用说明

本书为《21 世纪大学英语泛读教程》第 3 册，供大学英语二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，以帮助读者顺利阅读。

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 3 册的阅读量为 31 340 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 12 月

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Unit One

1. The Story of an Hour

Kate Chopin

Knowing that Mrs. Mallard was afflicted with a heart trouble^①, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences, veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who
5 had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed". He had only taken the time to assure himself of its truth by a second telegram, and had hastened to prevent any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed
10 inability to accept its significance^②. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach
15 into her soul^③.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares^④. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

20 There were patches of blue sky showing here and there through the clouds that had met and piled above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to

① Mrs. Mallard was afflicted with a heart trouble: Mrs. Mallard suffered from heart disease

② She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance: On hearing the news, she didn't respond to it as many other women did, feeling too sad to accept it

③ Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul: She seated herself in the armchair, completely exhausted both physically and mentally

④ wares: articles offered for sale (often not in a shop) 商品 (常指不在商店中出售的)

sleep continues to sob in its dreams.

25 She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it?
30 She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell wildly. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been.

35 When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: “Free, free, free!” The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were not a monstrous joy that held her. A clear and exalted
40 perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save^① with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

45 There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending her in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

50 And yet she loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

“Free! Body and soul free!” she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring
55 for admission. “Louis, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louis? For heaven’s sake open the door.”

“Go away. I am not making myself ill.” No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer

① save: (also saving) (*prep. formal*), except 除…之外

60 days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's repeated requests. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory^①. She clasped her sister's waist, and together they descended the stairs. Richards stood
65 waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his gripsack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his
70 wife.

But Richards was too late.

When the doctors came they said she had died of heart disease—of joy that kills.

From *Critical Reading and Writing for ESL Students*

Approximately 1,010 words

New Words and Expressions

veiled	/veild/	a.	掩饰的
paralyzed	/pærəlaizd/	a.	惊呆的, 无能为力的
abandonment	/ə'bændənmənt/	n.	放纵, 放任
roomy	/ru:mi/	a.	宽敞的, 宽大的
aquiver	/ə'kwivə/	a.	颤抖的, 抖动的
peddler	/pedlə/	n.	流动小贩
twitter	/twitə/	vi.	吱吱地叫
eaves	/i:vz/	n.	(pl.)屋檐
bespeak	/bi'spi:k/	vt.	证明; 说明
yonder	/jəndə/	ad.	那边, 在远处
suspension	/səs'penʃən/	n.	悬, 吊
elusive	/i'lu:siv/	a.	难以捉摸的
bosom	/buzəm/	n.	胸部
strive	/straiv/	vt.	努力
abandon	/ə'bændən/	vt.	完全屈从于(某种情感或冲动)
vacant	/veikənt/	a.	无表情的
coursing	/kɔ:sɪŋ/	a.	流动的
monstrous	/mɒnstrəs/	a.	畸形的, 可怕的

① goddess of Victory: 胜利女神

exalted	/ig'zɔ:ltid/	a.	兴奋的，得意扬扬的
trivial	/'triviəl/	a.	缺德的，轻浮的
self-assertion	/'self-ə'sə:ʃən/	n.	自作主张，坚持自己的权利
implore	/im'plɔ:/	vi.	乞求，恳求
elixir	/i'liksə/	n.	长生不老药，万灵药
riot	/'raɪət/	n.	狂欢
shudder	/'ʃʌdə/	n.	战栗，发抖
unwittingly	/,ʌn'wɪtɪŋli/	ad.	不知不觉地
clasp	/kla:sp/	vt.	抱紧，钩住
latchkey	/'lætʃki:/	n.	前门钥匙
gripsack	/'gripsæk/	n.	手提包，旅行包
composedly	/kəm'pəuzdli/	ad.	镇静自若地
be afflicted with	(L.1)		使…受折磨，苦恼
assure...of...	(L.7)		使某人确信…
in one's arms	(L.11)		在…怀中
press down	(L.14)		重压
live for	(L.45)		以…为生活目标
count for	(L.51)		有价值，有重要性
in face of	(L.51)		面对
screen...from...	(L.69)		护着…，袒护

Exercise A

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

- Which of the following was supposed to have happened to Mr. Mallard?
 - He was badly hurt by a train.
 - He died of a railroad traffic accident.
 - He was killed in a natural disaster.
 - He was murdered on his trip.
- In which season did this story take place?
 - Fall.
 - Spring.
 - Summer.
 - Winter.
- The word "intelligence" (Line 5) in its context means _____.
 - rumor
 - talent
 - information
 - gift
- According to this passage, which of the following is true?
 - Mrs. Mallard had been long feeling very sad at her husband's death.
 - Mrs. Mallard had been long suffering from the loss of her husband.
 - Mrs. Mallard was left sad, lonely and helpless for a long time by her husband's

death.

D) On hearing her husband's death, Mrs. Mallard first felt sad and then relieved.

5. From the whole story, we may infer that _____.
- A) Mrs. Mallard was not loyal to her husband
 - B) Mrs. Mallard was a victim of the marriage without love
 - C) Mrs. Mallard hated her husband
 - D) Mrs. Mallard was cruel to her husband

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. Who received the message of Mr. Mallard's death first?

2. How did Mrs. Mallard respond to her husband's death?

3. What had Mrs. Mallard been longing for?

4. What made Mrs. Mallard lose her life?

5. Was Mr. Mallard really dead? How could you prove your point?

III Discussion Questions

- 1. What do you think of the woman Louis and her marriage?
- 2. What's your attitude toward marriage?
- 3. In the passage, there are two paragraphs describing the scenery, the sky, the clouds, the birds, especially the trees aquivering with the new spring life. Is it relevant to the theme of the story? Why?

Exercise B

- I There are four basic patterns that writers often use in developing their ideas. Finding the pattern helps you find the main idea. Thus, looking for patterns is a way to improve your comprehension while reading. In a listing pattern, the writer's idea is stated in the form of a generalization. This is followed by a list of supporting details.**

Now read each of the following paragraphs. Look for signal words and underline them. Then write the main idea, the signal words, and the examples on the lines below. Compare your work with another student.

1. The subject studied in a university generally covers a very wide field. In his first year and his second year a student must usually follow courses in a very wide range of subjects in the arts and sciences, including some courses which are compulsory for all students. In his third year and his fourth year a student may specialize in his subjects,

and he may follow courses of vocational interest. There may, for example, be a course in poultry marketing and even another in advanced poultry marketing.

Main Idea: _____

Signal Words

Examples

2. Our manager likes travelling by train better than by airplane for four reasons. Firstly, travelling by train costs less, so a lot of money can be saved. Secondly, it gives him a closer look at the cities and countryside than he could get from an airplane. Thirdly, he finds that the passengers on the train are easy to talk with, and they are a good source of useful information; on the other hand, many airplane passengers are businessmen who keep busy with their work while flying. Fourthly, trains seem to be safer than airplanes. For these reasons, our manager prefers trains to airplanes unless he has to get somewhere in a hurry.

Main Idea: _____

Signal Words

Examples

2. Balance of Payments^①(1)

Trading nations have developed an accounting concept called balance of payments, which records a country's trade and capital flow in relation to other countries. All financial and economic transactions between a country's residents and the rest of the world are measured in money terms. A French father, sending money to his son in New York for educational purposes, will have an effect on the French, as well as on the United States balance of payments. The Brazilian importer who buys Italian shoes also affects the Brazilian as well as the Italian balance of payments.

If residents of one country spend more abroad than nonresidents spend in that country, it is said to have a deficit on its balance of payments. When a country's exports exceed its imports, that part of the balance of payments will show a surplus. Even if there is a surplus, a substantial outflow of capital could swing the balance into a deficit^②. One should note that one country's deficit is another country's surplus. Japan traditionally has a big surplus on its import-export balance with the United States. The United States, therefore, has a deficit on its trade with Japan. The part of the balance of payments which records imports and exports is called the trade balance^③. Japan's trade balance is said to be favorable, as it shows a surplus. A surplus of exports over imports will naturally boost employment. Deficits, which are said to be unfavorable, have to be financed^④. Large deficits can have a disturbing effect on a country's national economy, and governments usually strive to avoid them.

Deficits are financed by borrowing from international organizations or by shipping gold or foreign money to the surplus country abroad. Once the deficit has been financed and the surplus lent, the balance of payments is said to be in balance.

Balance-of-payments deficits are increasingly financed by special drawing rights^⑤ (SDRs) at the International Monetary Fund(IMF)^⑥. This system was devised because gold was no longer sufficient to finance balance-of-payments deficits. SDRs are drawn in a foreign currency^⑦. The International Monetary Fund usually attaches conditions to making

① Balance of Payments: 国际收支; 国际收支平衡表

② a substantial outflow of capital could swing the balance into a deficit: a considerable outflow of capital could change the balance into a deficit

③ trade balance: 贸易差额, 贸易平衡

④ to be financed: to be provided with money 需要提供资金

⑤ special drawing rights: 特别提款权

⑥ the International Monetary Fund(IMF): 国际货币基金组织

⑦ foreign currency: 外汇