

An Extensive Reading Course

二十一世纪大学英语

主 编: 周 固

副主编: 石晓娟 蒯莉萍

总主编: 周建平

泛读教程

for
21st Century College English

东 南 大 学 出 版 社

2

第二册

21st

世纪大学英语 泛读教程

东南大学出版社

第二册

主 编：周 固
副主编：石晓娟 蒯莉萍

An Extensive Reading Course

Book 2

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。

图书在版编目(CIP)数据

21 世纪大学英语泛读教程 第二册/周固主编.
—南京:东南大学出版社,1999.12

ISBN 7-81050-563-7

I. 21… II. 周… III. 英语—高等学校—教材
IV. H31

中国版本图书馆 CIP 数据核字(1999)第 63403 号

东南大学出版社出版发行

(南京四牌楼 2 号 邮编 210096 电话 025-7711295)

出版人:宋增民

江苏省新华书店经销 南京邮电学院印刷厂印刷

开本:787mm×1092mm 1/16 印张:14.25 字数:380 千字

1999 年 12 月第 1 版 1999 年 12 月第 1 次印刷

印数:1-5000 定价:15.00 元

《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

7/11/5°/55

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。

本册主编由周固担任,副主编由石晓娟、蒯莉萍担任。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 7 月

使用说明

本书为《21 世纪大学英语泛读教程》第 2 册，供大学英语一年级下学期学生使用。

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 2 册的阅读量为 30 885 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

CONTENTS

Unit One

1. The 4th of July—a Day of Rejoicing 1
2. California's GIANTS 6
3. The Telephone and Its Inventor 11

Unit Two

4. Soul of a Champion 17
5. Disney World 23
6. National Parks 29

Unit Three

7. Louis Armstrong, Mr. Jazz 35
8. Home at the Office 41
9. Magic 47

Unit Four

10. Good-Bye, My Son 52
11. The Corn Belt 59
12. Telecommuters 65

Unit Five

13. What Women Do Better 71
14. The Information Superhighway: What's in It for You ? 76
15. Growing up—at Home and at School 82

Unit Six

16. Garbage in, Garbage out 88
17. Too Many People 94
18. Deforestation 99

Unit Seven

19. Hollywood's Three Big Lies	106
20. Historical Thermometers	112
21. Pollution	118

Unit Eight

22. Why We Dream What We Dream	124
23. Deep Blue Funk	131
24. Sowing the Seeds of Super Plants	137

Unit Nine

25. What Can We Learn from Art?	143
26. Family Patterns Today	149
27. Clones: Will There Be "Carbon Copy" People?	155

Unit Ten

28. Einstein= MC^2	162
29. The World's Cities— a Major Cause of Destruction in the Environment (1).....	167
30. The World's Cities— a Major Cause of Destruction in the Environment (2).....	173

Glossary	179
-----------------------	-----

Answer Key	202
-------------------------	-----

Unit One

1. The 4th of July—a Day of Rejoicing

Richard Musman

The 4th of July is the most important holiday in the USA, for it commemorates that famous day in 1776 when the Americans declared their independence: Congress^① made the declaration in Philadelphia^②, and that night in the city there were joyful celebrations which soon became nationwide. Ever since, the 4th of July has been marked in the American calendar as Independence Day^③, and there are parades and festivities of all kinds.

The basic cause of the Americans' struggle for independence against the mother country, England, was too much interference and intolerance from London and very little understanding of American problems and pride. Most galling to the Americans was the assumption by the English Government and the King that they had a right to tax their subjects overseas without their consent and without giving them anything in return.

The American Revolution^④(1775—1783) is regarded by military historians as a war Britain should never have lost. Many colonists were half-hearted about the conflict. Others thought of themselves as Englishmen misused by other Englishmen, and had no wish to kill their cousins. There were also many loyalists, some of whom fled to Canada, while others joined British regiments in America.

The British, too, were divided. It was a war which inspired no patriotism. In the British Parliament^⑤ there was fierce opposition to the war from a powerful minority, led by Edmund Burke, the great orator. Burke told the House of Commons^⑥ that he was not interested in what the Law told him he could do, but in what "humanity, reason and justice" told him he should do. Thomas Jefferson, one of the greatest rebel leaders, said: "We might have been a free and great people together." But the British Government of that time was obstinate and stupid, and King George III had such an influence on affairs that it has been called "the King's War".

As for the troops which the government sent to fight the rebels, they were

① Congress: (美国)国会

② Philadelphia: (美国) 费城

③ Independence Day: (美国) 独立日

④ the American Revolution: 美国独立战争

⑤ the British Parliament: 英国议会

⑥ the House of Commons: (英国) 下议院

unenthusiastic and incompetent, especially their leaders. In any case, large numbers of them were German mercenaries, whom the Americans learned to hate. Neither the British nor German troops had been taught to fight the sort of war the rebels waged against them. They had been taught only to fight set battles. They were bewildered and helpless against the American sharp-shooters^① who ambushed them in the thick forests.

The Americans, to begin with, had no army. In fact, it is quite possible that but for the extraordinary faith and leadership of George Washington, the revolution might have come to nothing. He built an army which remained loyal to him until the end, despite terrible hardships. He also held together the colonies of New England^② and all the other very different colonies which stretched as far as Georgia in the south. There was no connecting road. The only safe way of traveling from north to south was by sea.

George Washington had been an officer in the British Army which fought and defeated the French in the wilderness of Canada twenty years earlier. His experience of this war has opened up to him visions of an exciting future for his country. He was a true frontiersman. He had seen lands which he knew would make an independent America a mighty nation. He was given valuable support by the two great patriots, Thomas Jefferson and Benjamin Franklin. It was Franklin who helped persuade the French to come into the war against the British. They did not need much persuading, for they longed to recover their lost colonies.

In 1781 a British army commanded by an exceptionally incompetent general, Lord Cornwallis, surrendered to the Americans at Yorktown, Virginia, and the war was over. Not long afterward, the 13 colonies became States and joined together in a Union.

The effect of the American Revolution was far-reaching. The Declaration of Independence^③ drawn up by Thomas Jefferson is one of the most important documents ever published, and it dropped like a bombshell on the western world. Here are the two sentences which shook the ruling classes of Europe: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness." The second sentence was even more disturbing to them: "That to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed."

From Background to the USA, 1982

Approximately 750 words

①sharp-shooters: marksmen 狙击手

②New England: 新英格兰 (美国东北部六州的总称)

③the Declaration of Independence: (美国)独立宣言

New Words and Expressions

rejoice	/ri'dʒɔis /	vi.	欣赏; 庆祝
commemorate	/kə'meməreit /	vt.	纪念
parade	/pə'reid /	n.	游行
interference	/,intə'fiərəns /	n.	干涉, 干预
intolerance	/in'tɒlərəns /	n.	不容异说; 偏执
galling	/gɔ:liŋ /	a.	激怒的; 烦恼的
subject	/sʌbdʒikt /	n.	(君主国) 国民, 臣民
consent	/kən'sent /	n.	同意, 赞成
regiment	/redʒimənt /	n.	(军) 团
patriotism	/ˈpeitriətizəm /	n.	爱国精神
obstinate	/ˈɒbstɪnɪt /	a.	固执的, 顽固的
incompetent	/in'kɒmpɪtənt /	a.	不胜任的; 无能的
mercenary	/ˈmɜ:sɪnəri /	n.	雇佣兵
ambush	/æmbʊʃ /	vt.	伏击
wilderness	/ˈwɪldənɪs /	n.	荒地, 荒野
frontiersman	/ˈfrʌntjəzmən /	n.	边疆居民
mighty	/ˈmaɪti /	a.	强大的
surrender	/sə'rendə /	vi.	投降
far-reaching	/ˈfɑ: 'ri:tʃɪŋ/	a.	深远的
endow	/in'dau /	vt.	赋予
unalienable	/ˈʌn'eɪljənəbl /	a.	不可转让的
institute	/ˈɪnstɪtju:t /	vt.	建立, 创立
derive	/dɪ'reɪv /	vt.	取得, 得到
as for	(L.25)		至于
in any case	(L.26)		无论如何; 总之
to begin with	(L.31)		首先
but for	(L.31)		要不是
come to nothing	(L.32)		一无所成
open up	(L.39)		打开, 展开; 使可看见
draw up	(L.49)		起草

Exercise A

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

- The author mentions Edmund Burke mainly because _____.
 A) he was a great orator
 B) he was the leader of a powerful minority in the British Parliament

- C) he was strongly against the war
- D) he was not interested in what the Law told him to do

2. In Line 30, the word “them” refers to _____.
 - A) the rebels
 - B) German mercenaries
 - C) the American sharp-shooters
 - D) the British and German troops
3. The passage suggests that all of the following have contributed to the success of the American Revolution EXCEPT _____.
 - A) the military support from Canada
 - B) the incompetence of the British troops
 - C) the great leadership of George Washington
 - D) the involvement of the French army into the war
4. The Declaration of Independence was regarded as “a bombshell on the western world” because _____.
 - A) it is one of the most important documents ever published
 - B) it shook the institutional foundations of European monarchies
 - C) it was drawn up by Thomas Jefferson
 - D) it denied the European governments their unalienable rights
5. Which of the following best characterizes the organization of the second paragraph?
 - A) An opinion is presented and then supported.
 - B) A fact is mentioned and then described in detail.
 - C) An opinion is presented and then refuted.
 - D) A fact is mentioned and then commented on.

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. Why is the 4th of July such an important date in the USA?

2. What did the loyalists do in the war?

3. How did the author describe the British government of that time?

4. Why did the British troops feel bewildered and helpless against the American soldiers?

5. What part did Benjamin Franklin play in the struggle for independence?

III Discussion Questions

1. Many Englishmen and Americans were against the war. Why?
2. Why did the Americans fight better than their enemies?

3. The Americans would probably not have won the war without George Washington. Why?

Exercise B

- I Each of the paragraphs below is missing the topic sentence. The missing sentences are all listed at the end of the exercise. Read the paragraphs. Work with another student, and choose the sentence that fits each paragraph best. Put the letter for the sentence in the empty space.**

1. _____
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. 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.
2. Californians and New Englanders are both American. They speak the same language and abide by the same federal laws. _____
Mobility, both physical and psychological, has made a great impression on the culture of Californians; lack of mobility is the mark of the customs and morality of new Englanders.
3. Americans might be embarrassed because their Japanese friends are so formal with them. Japanese might feel insulted because American acquaintances greet them casually. Still, the forms of greeting in both countries only show respect for others.
- _____

Missing Topic Sentences:

- A) It just happens that Americans and Japanese have a different way of looking at human relationships and thus have a different way of showing respect.
B) Baby-sitting with my little brother is no fun.
C) But they are very different in their ways of life.

2. California's GIANTS^①

Irving Robert Melbo

Sequoia National Park in California is the home of the oldest and biggest living things. They are the famous “big trees”, the giant sequoias.

At first, reports of these trees were thought to be tall tales. Imagine trees thirty feet thick at the bottom and three hundred feet high! And three thousand years old, maybe more. It was unbelievable.

In all, there are about seventy groves of giant sequoias. Thirty-two different groves stand within Sequoia National Park. The largest, the Giant Forest, contains the big trees in every stage of growth, from tiny seedlings to sky-piercing giants.

The giant sequoia produces seeds every year. It blooms during winter, when the ground is covered with snow. The flowers give way to bright green cones containing tiny seeds. Millions of these seeds fall to the ground during autumn. If they fall on a grass or trash-covered forest floor^②, they cannot sprout. But if they fall on freshly turned soil, they will begin to grow the next spring. Many birds and animals like to eat the tender green sprouts, so that only a few of the sequoia seedlings manage to live through the first year^③.

As the sequoia grows, the lower branches drop off. Finally the nearest branch may be more than a hundred feet above the ground. The sequoia makes its most rapid growth before it is five hundred years old. After that the growth is very slow. When the tree rings^④ of one old giant were counted and its stump measured, it was found that the tree had increased its thickness by only ten feet in more than sixteen hundred years.

No other tree can put up such a terrific fight for life. When a big tree falls, it takes years for its needlelike leaves to wither. The wood never seems to decay or become rotten.

Fire is the big tree's worst enemy. Most groves have been swept by roaring flames again and again. Although other kinds of trees will die by the hundreds in a single blaze, no ordinary fire can kill a big tree. If given a chance before another fire comes, the tree will heal its own wounds. It will grow new bark over the burned part. One tree in the Giant forest, the Black Chamber, has had its whole inside eaten out by fire. Yet each year this tree sends out new shoots.

Sometimes a burned tree is hollowed out all the way to the top. By standing at the

①California's Giants: the giant sequoias in the state of California 产于加利福尼亚州的高大常绿树

②a trash-covered forest floor: a forest ground covered with leaves

③live through the first year: experience and survive the first year

④tree rings: the rings of a tree which show the tree's age

30 bottom and looking up it is possible to see a patch of blue sky, as if you were looking
through a telescope. Sometimes a fallen tree has been hollowed out by fire. Then it
becomes a tunnel through which visitors can walk.

Most of the fires are caused by lightning. All of the very old big trees have been stuck
by lightning at least once. Many have had their heads cut off again and again. They simply
grow new heads. The Stricken Tree in the Giant Forest was torn into hundreds of pieces by
35 lightning, yet it is still alive.

Without doubt the most famous tree in the park is the General Sherman. It may be the
biggest and oldest living thing in the world. This tree is as tall as a twenty-seven-story
skyscraper. It contains enough lumber to build a good-sized village^①. It would make a box
large enough to hold the greatest ocean liner ever built. And at least forty freight cars
40 would be needed to haul away just its trunk.

How long can a big tree live? The age limit is unknown. Since some of the trees have
already neared or reached four thousand years, it seems reasonably certain that they can
live five or six thousand years. Perhaps they can live as long as ten thousand. They were
old when Columbus^② discovered America. They were stately giants when Christ^③ was
45 born. Yet not many years ago the sequoias came close to being destroyed.

The destruction began soon after the big trees were discovered. Many of the forests
were bought by private owners and lumber companies. Thousands of the big trees were cut
down and cut up. Often they were blasted with dynamite into pieces small enough to
handle.

50 During those terrible years, many people tried to get control of the forests so that they
could save them. The best work was done by Colonel George W. Steward, the editor of a
weekly newspaper printed not far from the forests. He wrote about the need for saving the
forests and suggested the idea of a national park to preserve them. He and his friends wrote
letters to every person in the United States who they knew wanted to save the trees.

55 On September 25, 1890, Congress created Sequoia National Park. Today more than
three hundred thousand persons visit the park each year.

From *Our Country's National Parks*
Science Research Associates, Inc., 1963
Approximately 820 words

① a good-sized village: a village of large size

② Columbus: Christopher Columbus, the explorer and discoverer of America

③ Christ: Jesus Christ, the founder of the Christian religion