

Intensive English Reading

大学英语精读教程

金筑云 董文胜 方红 编著

南京大学出版社

1

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南京大学出版社出版

(南京大学校内 邮政编码:210093)

江苏省新华书店发行 陆军指挥学院印刷厂印刷

开本 787×1092 1/16 印张 11 字数 276 千
1995 年 12 月第 1 版 1995 年 12 月第 1 次印刷
印数 1—3000

ISBN 7-305-02908-4/H·182

定价: 18.00 元

(南大版图书若有印、装错误可向承印厂退换)

前 言

《大学英语精读教程》是根据国家教委高等院校英语专业基础阶段教学大纲要求而编写的新型教材。这套教材共分为四册，供一、二年级使用。每册皆附有参考答案。第一、二册还提供课文及语音附录朗读磁带。这套教材具有以下几个特点：

一、课文选材强调知识性、趣味性和多样性。内容与国内同类教材基本不重复。课文大多选自英美国家的报刊、书籍，语言由浅入深，内容由近及远，即由学生感兴趣的一般题材转向更广阔的社会和世界。希望能够激发学生的学习兴趣 and 热情，让他们积极投入课堂讨论之中，在学好英语语言的同时，积极地思考与自己、与社会有关的问题。

二、课文练习除一般词汇、翻译练习外，还配有一些说和写的练习。有关理解的问题包括两大类：一类是理解课文的问题；另一类是引导学生思考的问题。此外，我们还把一些英语语言问题如名词及其短语、动词及其短语等融入练习之中去，以培养学生的语感。

三、语法练习是在中学英语教学基础上结合我们多年教学经验而编写的。我们注意抓住重点，切实提高学生实际应用语法知识的能力。练习形式较为活泼，以期取得良好效果。

四、全书编排比较新颖，例如把课文与语法及有关的练习分开，把语音练习放入附录中。这样条理比较清楚，而且给教材使用者带来较大的灵活性。

《大学英语精读教程》已在南京大学外国语学院英语系试用两年，并按试用情况和学生的反馈意见作了反复修改。在教材的编写和试用过程中，我们始终得到院系领导和同事的支持与帮助，在此深表谢意。同时，我们要感谢文秋芳副教授为我们提供大量材料，感谢赵学熙副教授对所选的材料提出宝贵意见，感谢外籍教师 Linell Davis 和 Barbara Penny 在背景知识等方面所给予的帮助，感谢南京大学出版社钱厚生先生的合作。由于编者水平有限，不足之处尚望指正。

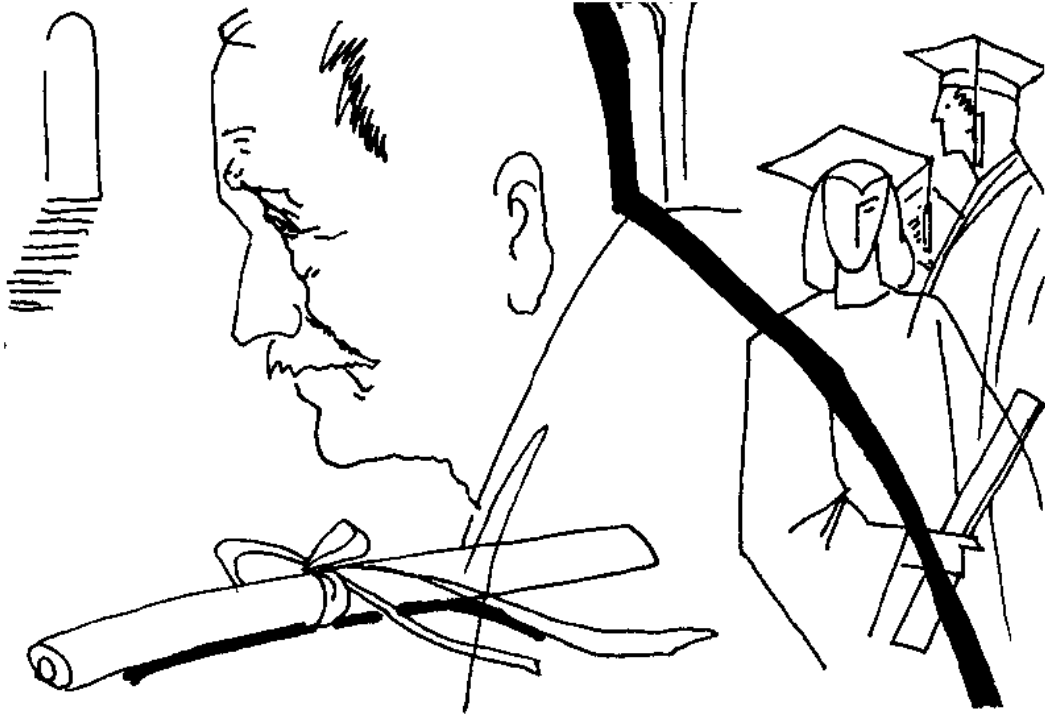
编 者

1995年10月

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Lesson One



Preview

I. Read Aloud the Following Words

entrance

delicate

adventure

ordinary

beneath

unending

the Atlantic

unbelievable

purpose

strange

cheese

poetry

II. Warm-up Questions

1. What do you think should be the right age to go to university?
2. What is the purpose of education? Do you think education is an important part of one's life?

Text A

The Time to Learn

Sinclair Lewis

(In his youth, Knute Axelbrod wanted to learn many languages, to know everything about human history, to become wise by reading great books. But, as a farmer and with a large family to support, he never had time to do so. Now at the age of sixty-three, he finally decided to go to college.)

Although he did not get high marks on the entrance examinations, he passed them and was admitted to Yale. He moved into a room at the university which he shared with Ray Gribble, who had been a school teacher. Ray's chief desire seemed to be to get a college degree so that he might earn more money as a teacher. He was paying for his courses by working part-time in the college dining room. Ray was not interested in talking about great ideas or listening to fine music. This surprised Knute Axelbrod. He had expected university students to share his love of learning.

In less than two weeks Knute Axelbrod realized that he had made a mistake. He should not have decided to go to college at the age of sixty-four. The other students laughed at him. The reason was not just his age, though he did look strange with his white hair, listening to teachers younger than his own sons. More than that, the other students laughed at his purpose in coming to college. Unlike them, he was not interested in studying subjects that would help him earn more money. He wanted simply to learn. He wanted to learn how people had lived, what people had thought. He wanted to understand the purpose for living, so that he could get full value from the rest of his own life.

Although he searched, he found no friend—young or old. No one seemed to share his interests. Soon he began to dislike Yale. The buildings no longer seemed like temples of learning. They became ordinary halls, filled with young men who stood at the windows and laughed at him when he passed. He became lonely for his small house in North Dakota and for the land he knew and loved.

One day after he had been in college for about a month he climbed to the top of East Rock. From there he could see Long Island and the Atlantic Ocean.

Suddenly he noticed at the edge of the rock one of the students in his class. He knew the young man's name, Gilbert Washburn. It was said that Washburn was a rich man's son, who had lived in Paris and was now in the finest room at Yale.

Seeing Knute Axelbrod, Gil Washburn walked toward him. "Great view!" he said. His smile was eager.

Axelbrod agreed.

"I have been thinking about you, Axelbrod," Gil said. "You and I are different from all the others. They think we are fools. I think you and I should be friends."

From his pocket Gil drew a thin little book. Knute had never seen such a book before. It was written in a strange language and bound in a beautiful leather cover.

"I wonder if you would like to look at this book of Musset's poetry that I brought with me today," Gil said.

The book was so fine and delicate that the farmer almost feared to take it in his big hands. "I can't read it," he said, "but this is the kind of book I always thought must exist somewhere."

"Listen!" cried Gil, "Ysaye is playing in Hartford tonight. Would you like to hear him? We could take the bus to Hartford."

Axelbrod had no idea who Ysaye was, but he replied in his deep loud voice, "Why, sure!"

In Hartford they found that they had just enough money between them to get dinner, to hear Ysaye from the cheapest seats, and to return by bus as far as Meriden. At Meriden, Gil suggested, "We could walk to New Haven. Can you do it?"

"Sure!" said Knute, not knowing whether it was four miles or forty. So they walked back to Yale, singing together down the road beneath the October moon.

The old man and his young friend returned to the Yale campus at five that morning. Trying to find words to express his pleasure, Knute said, "Well, it was fine. I'll go to bed now and dream about--"

"Bed? Not yet! We're hungry. Wait while I go to my room and get some money. Then we'll get something to eat. Please wait!"

Knute would have been willing to wait for hours. He had lived almost seventy years for a night like this.

They found a little shop that sold cheese and cold meat, which they took to Gil's room. While eating, they spoke of great men and great ideas. It was good talk. Then Gil read aloud from books that he enjoyed, and at last he read some of his own poetry.

When Knute finally said good-bye, he told himself that he would sleep a little while and then return to this unending night of excitement and adventure.

"I can go to his room plenty of times now. I have found a friend," Knute said to himself. He carried proudly the book of Musset's poetry that Gil had begged him to take.

As he started to walk the few steps to his own building, Knute felt very tired. By daylight the adventure seemed unbelievable.

As he climbed his stairs, he thought, "Age and youth can't go together long. If I saw the boy again, he would get tired of me. I have told him all I know."

And as he opened the door to his room, he added, "This is what I came to college for—this one night. Now I will go away before I spoil it."

He wrote a note to Gil and began to pack his things.

At five o'clock that afternoon an old man sat smiling on a train traveling west. A look of happiness was in his eyes, and his hands held a small book written in French.

New Words

chief	<i>adj.</i>	most important, main
part-time	<i>adv.</i>	业余的
edge	<i>n.</i>	border; thin sharp cutting part of a blade a tool, etc.
bind	<i>v.</i>	tie together, esp. with rope
delicate	<i>adj.</i>	fine, exquisite 精致的, 精美的
spoil	<i>v.</i>	make useless or unsatisfactory
pack	<i>v.</i>	put (things) into (a box, a case, etc.)

Proper Names

Knute Axelbrod	[kə'nu:t.'æksəlbrəd]	克努特·艾克斯布洛德
Gilbert	['gɪlbət]	吉尔伯特
Musset	[mju:'se]	默塞
Ysaye	[i:'zɑ:i:]	伊萨依

Notes to the Text

1. "The Time to Learn" is shortened from "Young Man Axelbrod" by Sinclair Lewis, reprinted in Progressive Reading Series Book 3.
2. Sinclair Lewis: 1885-1951, one of the most famous and important American writers of the 20th century; the first American writer ever to win the Nobel Prize for Literature (1930). His great works include *Main Street* and *Babbit*.
3. Yale: one of the most famous universities in the United States of America. Other prestigious universities include: Harvard, Princeton, Columbia, etc.
4. Musset: 1810-1857, a 19th century French writer and dramatist
5. Ysaye: 1858-1931, a famous Belgian violinist, composer and conductor
6. Hartford: capital city of Connecticut
7. New Haven: a city in the south of Connecticut, where Yale is located

Word Study

get v.

1. He used to *get* high marks on exams.
2. Let's go and *get* something to eat.
3. The old man thought that the young man would soon *get* tired of him.
4. When you graduate from this university, you will *get* a BA degree.
5. We *got* there at midnight.

get along(on) with

How are you *getting along with* your new roommates?

He is *getting along well with* his English.

get back

1. He *got back* at the end of the year.
2. Will the Republicans *get back* at the next election?

time n.

against time	in an effort to do something within a certain limited period, very quickly 争分夺秒地, 尽快地
bide one's time	wait, usu. for a long time, until the right moment 等待时机
for the time being	for a limited period at present 暂时, 眼下
go with the times	keep up to date in behavior or in thinking 顺应趋势
kill time	make time pass quickly by doing sth. 消磨(打发)时间
in no time	at once, quickly 立即, 很快
take one's time	use as much time as is necessary, not hurry 慢慢来
Time and tide wait for no man.	(谚) 岁月不待人。
Time is money.	(谚) 一寸光阴一寸金

Exercises

I. Read Aloud

In less than two weeks Knute Axelbrod realized that he had made a mistake. He should not have decided to go to college at the age of sixty-four. The other students laughed at him. The reason was not just his age, though he did look strange with his white hair, listening to teachers younger than his own sons. More than that, the other students laughed at his purpose in coming to college. Unlike them, he was not interested in studying subjects that would help him earn more money. He wanted simply to learn. He wanted to learn how people had lived, what people had thought. He wanted to understand the purpose for living, so that he could get full value from the rest of his own life.

II. Reading Comprehension

A. Questions for comprehension

1. What was Ray's purpose in coming to college? Why was he not interested in talking about great ideas?
2. Why did some students laugh at Axelbrod at Yale?
3. Describe some of Axelbrod's experiences in his first month at Yale.
4. Compare Gribble's interest with that of Axelbrod's.
5. Explain the meaning of the sentence "He became lonely for his small house in North Dakota and for the land he knew and loved."

B. Questions for discussion

1. Many people want to understand the purpose for living. What are your ideas on the subject?
2. The author said that Axelbrod wrote a note to Gil. What do you think he said in that note?
3. Do you think that good education will make one's life more meaningful?
4. Do you think that age and youth can go together long?
5. What's your opinion of the ending of the story?
6. Do you think most college students are more like Gribble or Axelbrod?

III. Vocabulary

A. Fill in the blanks with words from the text:

1. We don't have enough copies. Could you _____ this book with Mary?
2. _____ her shy, timid sister, she is eager to make friends.
3. He likes to be with others. He couldn't bear _____.
4. _____ his friend John, he is also a sports fan.
5. It is really _____ that she had four dogs and five cats.
6. We don't want to _____ this wonderful day by having a quarrel.
7. She was _____ as a member of that club.
8. Sometimes it is not easy for me to _____ my mistakes.

B. Use the following expressions to construct sentences:

- | | |
|-------------------------|------------------------|
| 1. travel west/east | 2. look strange |
| 3. the rest of his life | 4. a look of happiness |
| 5. share with | 6. be willing to |

C. Alternative word meanings

The dictionary often lists several meanings for one word. Decide which meaning of the word is being used in each sentence. Explain the meaning in your own words. The first one is done for you.

note

1. a musical sound The song ended on a sweet note.
2. Jason's mother wrote his teacher a note.
3. Henry Larkin is a musician of some note.

fly

1. Paul Peterson, the reporter, has to fly to the West Coast often
2. Most birds fly south for the winter.
3. Time does fly when you're having fun.
4. Fly the flag proudly, boys.

poor

1. Your poor performance on this test shows that you didn't study hard.
2. Look at that poor, wet cat.
3. There are many poor people in this city.

D. Verb patterns

Make sentences after the examples:

O + COMPLEMENT

think + that-CLAUSE

of/about

- * We think this hotel expensive.
- * We all think (that) the world's climate is changing.
- * At yesterday's meeting, I couldn't think of anything to say.

IV. Cloze

At first Knute Axelbrod could not get away _____ the habit of his past _____. He rose at five every morning, cleaned his house, had dinner exactly at noon, and went to bed at sunset. But soon he _____ that he could do things at _____ time he wished. In fact, he could choose _____ to do them at all. He freed _____ from his old habits and would often stay in bed _____ seven or eight o'clock in the morning. He _____ "forget" to clean his house or to wash the dishes after a meal. The last step in his escape to a new and free life came _____ he began to take long walks at night.

V. Oral Work

Work out a dialogue with your partner. You are Knute Axelbrod and your partner is Gil Washburn. One day you meet him at the top of East Rock.

VI. Translation

A. Translate the following expressions:

挣钱养家

美妙的音乐

学术殿堂

入学考试

获得学位

人生价值

一次难以置信的历险

B. Translate the sentences by using the given words and expressions:

surprise(v.)

have no idea

admit

expect sb. to do sth.

share

be willing to

1. 我无从知道她的意思。
2. 真正的朋友应该是一个能够分享你的欢乐和痛苦的人。
3. 我们不知道他发生了什么事。
4. 我相信她很乐意帮你解决这个问题。
5. 他在商业界的成功使他的老同学很吃惊。
6. 九月份录取的新生都要体检。
7. 老师希望学生们课后多花时间练习英语口语。
8. 他粗鲁的行为使他的老师大吃一惊。
9. 他承认失败曾经使他很失望。

VII. Writing Practice

Use some of the following phrases to write a paragraph about one of your experiences in primary school, in high school or in the university.

make up one's mind to do sth.

the drive to learn

concentrate on

major in

disagree on sth.

It is worth doing sth.

refuse to do sth.

work intensively on sth

run through

promise sb. to do sth.

Text B

Freshman Year: The Pain and the Joy*

Cathi Hanauer

A year ago last spring, when eighteen-year-old Debbie Smiley first realized she'd be going to Syracuse University the following fall, she cried for days. The New York high school senior had chosen Syracuse because it had a good fashion program and was in upstate New York, only a few hours from home. But Syracuse students were stuck-up, she'd since heard, and the thought of going to such a big college made her a little nervous.

Though she tried to remain calm and indifferent as September drew near, Debbie felt overwhelmed with emotions about the upcoming year. She was confident about a few things: the "tons" of clothes she planned to bring to school, the fashion/retailing major she'd chosen, and that her close friends from high school would stay close--particularly one friend who was attending Cornell, less than an hour away.

Debbie also had some definite ideas about what kind of extracurricular activities she'd go for in her freshman year. The top player on her high school tennis team, she planned to try out for SU's varsity team. She wanted to swim and take aerobics classes to keep in shape, and she was seriously considering taking photos, a longtime hobby, for the school's daily newspaper.

There were things about freshman year and about college in general that made Debbie nervous. One was the coed-by-room dorm she'd requested--"to avoid getting stuck in a boring dorm"--and now had doubts about. Another was the famous Freshman Fifteen. "My mom keeps saying she has nightmares that I gained a lot of weight," she said. Most of all, though, Debbie was worried about academics; the classes, the exams, even the professors at a school with some thirty-five hundred students in her class alone would be a challenge to a student from a small private high school with a graduating class of fifty-four. "I'm worried about getting lost at Syracuse," Debbie admitted.

When Debbie finally got to Syracuse, the first thought that crossed her mind was "I can't believe I have to spend four years here." The weather was cold and rainy, her room was drab, and she felt completely lost on the huge campus.

She found school even harder and more impersonal than she'd feared; it amazed her when she went to her first class--an 8:30 A.M. human-ecology class--and saw four to five hundred other students there, too. "I felt like I was in a movie," she said. She got a little more accustomed to the big classes by the end of

the semester, but she still felt swamped with work—and too intimidated to approach her professors for extra help.

It didn't help—academically, anyway—that Debbie stayed out late at frat parties and often ended up cramming for tests. But with the help of a below-average report card, Debbie learned her lesson the hard way. "I abused my freedom at first," she said. "I had *too* much of a good time." Other disappointments: she had too many late-night munch-out sessions. She missed her parents, her house, and her dog, more than she'd ever thought she would, and she lost touch with many of her high school friends.

In her second semester, things clicked for her at Syracuse. She felt she'd learned the key to academic success in college: Study until you can't study anymore, and if you have serious work to do, *never* go to the library—where you'll undoubtedly run into everyone you know. Her grade point average (GPA) rose rapidly.

Debbie laughed when she looked back on the things she'd thought she'd accomplish this year. She never even visited the school's newspaper office, let alone shot pictures for it. She gave up on swimming and aerobics long ago, and she didn't even *think* anymore about attempting to hold down a job during the semester, as she'd once anticipated; there just wasn't time. "Time goes so fast, it's scary. You put things off, and before you know it, it's time to go." What really made Debbie laugh, though, was that she'd ever had doubts about spending four years at Syracuse. "I love this place," she said, "I definitely picked the right school for me."

- The text is adapted from "Freshman Year: The Agony and the Ecstasy" in The College Writer's Reader: Essays on Student Issues by William Vesterman (McGraw-Hill, 1989)

Words and Expressions

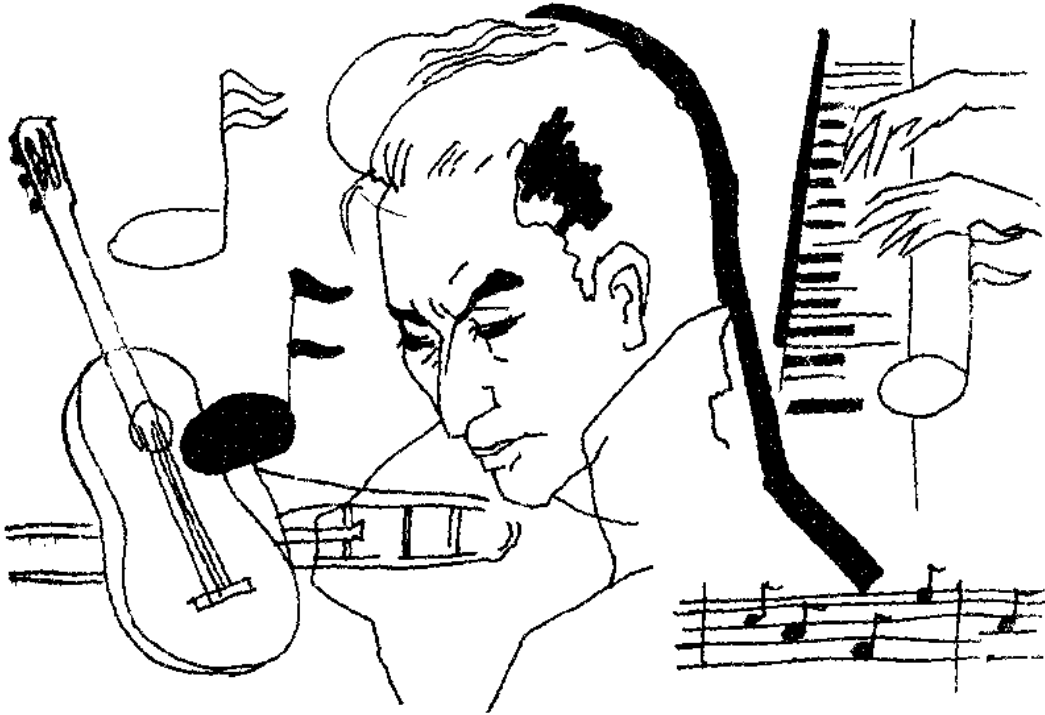
stuck-up	<i>adj.</i>	conceited
varsity	<i>n.</i>	short form for "university"
drab	<i>adj.</i>	dull, uninteresting
be swamped with		be overwhelmed with
frat	<i>n.</i>	short form for "fraternity," a society or club of male students, esp in colleges
cram	<i>v.</i>	(for) prepare oneself for an exam by working very hard and learning hastily
abuse	<i>v.</i>	put to a wrong or improper use
give up on		lose confidence in
hold down		(informal) work satisfactorily at
coed-by-room dorm		If a dorm has some rooms or floors for male students,

	some for female students, this dorm is called a coed-by-room dorm
Freshman Fifteen	(used on campus) meaning: It is said that girls are likely to gain 15 pounds when they are freshmen.
extracurricular activities	课外活动
munch-out sessions	eating snacks while talking or chatting with friends

Discussion Questions

1. Were you nervous when you thought of going to college?
2. What things were you confident about before going to college?
3. Do you have some definite ideas about what kind of extracurricular activities you'd go for in your first year?
4. Do you understand the meaning of the sentence: In her second semester, things clicked for her at Syracuse?

Lesson Two



Preview

I. Read Aloud the Following Words

drift

guitar

tribute

shabby

nightmare

cyclone

surrender

pasture

autobiography

submarine

tragedy

involve

II. Warm-up Questions

1. Why do a lot of young people like pop music?
2. Do you like folk music? Can you say something about it?