



21世纪英语专业系列教材

普通高等教育“十一五”国家级规划教材

第一册



English Extensive Reading

英语泛读教程

封一函 / 主编



北京大学出版社
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21世纪英语专业系列教材

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英语泛读教程

第1册

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总序

北京大学出版社自 2005 年以来已出版《语言与应用语言学知识系列读本》多种,为了配合第十一个五年计划,现又策划陆续出版《21 世纪英语专业系列教材》。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际商务、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握也并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应 21 世纪的需要,迎接 21 世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。《21 世纪英语专业系列教材》是普通高等教育“十一五”国家级规划教材和国家“十一五”重点出版规划项目《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种英语专业技能、英语专业知识和相关专业课程知识的教材,以培养具有创新性思维的和具有实际工作能力的学生,充分体现了时代精神。

北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是

说,这套教材是由一些高等院校有水平有经验的第一线教师们制定编写大纲,反复讨论,特别是考虑到在不同层次、不同背景学校之间取得平衡,避免了先前的教材或偏难或偏易的弊病。与此同时,一批知名专家教授参与策划和教材审定工作,保证了教材质量。

当然,这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果,希望使用本系列教材的教师和同学不吝指教,及时将意见反馈给我们,使教材更加完善。

航道已经开通,我们有决心乘风破浪,奋勇前进!

胡壮麟

北京大学蓝旗营

前言

本教材根据《高等学校英语专业英语教学大纲》编写,是英语专业阅读教材。

作为英语专业基础课教材,本册旨在扩大学生的词汇量,增强英语语感,丰富文化知识,提高人文素质,并培养学生的逻辑思维和形象思维能力,训练略读、寻读、细读、评读等阅读技巧。为满足扩充词汇量、拓展知识面的需要,本书选题范围较广,内容丰富;为提高学生的思辨能力和阅读欣赏能力,优先选择具有经典意义和收藏价值的文章,有助于学生从西方传统文化和现当代文化中汲取精华部分,了解其独特的精神内涵。配套练习旨在引导学生去解读、思考、分析、批评,并激发学生更强烈的阅读欲望。。

本教材中每个单元有 **Text A** 和 **Text B** 两篇阅读材料,对生词、难词加以注释。编者提供的注释有意识地给读者提供一定的选择空间,要求学生作出正确的词义选择。每篇文章配有针对性很强的阅读练习题。回答问题部分和正误判断部分主要是评测学生对原文内容的理解,正确理解原文内容是英语泛读的基本要求。解释原文和英汉翻译是对学生理解能力的更深层次的测试,这两部分互为补充,我们会发现,有时学生的译文是正确的,但理解却是错误的,反之亦然。阅读评述部分旨在训练学生口头和笔头的发挥能力和思维拓展能力,是对原文阅读的进一步延伸。布置课外阅读任务则是为了培养学生的自学能力、研究能力、材料收集能力,使学生不仅能增加阅读量,而且引发更深层的思考。

本书与国内传统的泛读教材有所不同,是一次新的尝试,希望广大英语专业学生和各界读者提出宝贵的意见和建议。

编者

2008年5月

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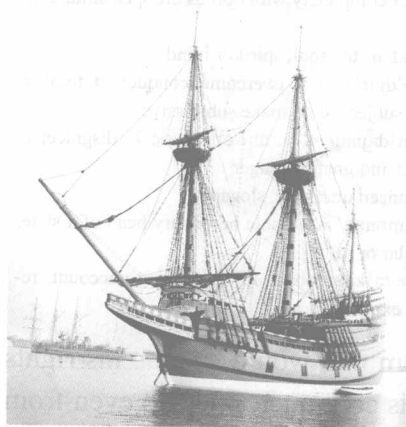
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Unit One

Text A

Essay on America

Stanley Zir



When the Puritans lived in England they were persecuted for their religious beliefs. The Church of England prohibited them from worshipping in their own way. There was no debate about the validity of the Puritan's doctrine. They were considered heretics by the absolute power and authority of the Church, exercising the power of the Status Quo.

The Church of England believed in Christianity. But was it the teaching of their founder to persecute others, lock them up and take away their freedom simply because their beliefs were different? In this case, if they had cared to see, their own professed beliefs would have acted as a mirror to expose their hypocrisy and evil.

Having the chance to resettle in America the Puritans acted. If they had stayed in England, the Church and the Government would have destroyed them because of their beliefs and because they did not have the support from the general populace at the time.

What happened to the Puritans and their choice to settle in America set in motion a wave of determination so great it not only became the driving force of the development and character of American society but it also became the impetus for the spreading of human rights and democracy worldwide.

Why was this force so powerful that nothing

persecute /'pɜːsɪkjʊt/ *v.* to harass, afflict, hunt down, or put to death, esp for religious or political opinions

prohibit /prə'hibɪt/ *v.* to forbid; to prevent

heretic /'herətɪk/ *n.* a. the upholder of a heresy; b. a person whose views are at variance with those of the majority

Status Quo the existing state of affairs esp regarding the social and political issues: They have a vested interest in maintaining the Status Quo.

hypocrisy /hɪ'pɒkrəsi/ *n.* a. a feigning to be better than one is, or to be what one is not; b. concealment of true character or belief

populace /'pɒpjʊləs/ *n.* the common people; those not distinguished by rank, education, office, etc

impetus /'ɪmpɪtəs/ *n.* momentum; impulse; incentive

could stop it from displaying its indomitable resolve in the human spirit? The Church of England tried to suppress the individual in their spiritual beliefs, their private domain, the seat of life where all people inquire about their own existence. It tried to imprison their mind, the seat of judgment which is the main driving force to discern good from evil. This triggered a chain reaction that would release the flow of individual rights, that would saturate the American psyche, thus becoming the driving force that would shape our history and become the standard of behavior to protect what is most noble in humanity.

Now the seed was planted, from that time on the given right of the individual to stand up and defend himself against any force or system that would subdue his rights was set in motion. This phenomenon where noble ideals continue to rise up even from the ashes of our own indignities is uniquely American. The fact that we continually champion the cause for individual rights under any circumstances is what makes our struggle so important to the world's social structure and its future.

As time continued, many other people came to this country, some for political reasons, some to escape prosecution and persecution, some for economic reasons, and many were forced to come here and be sold as slaves. Soon many different colonies were formed containing people from all parts of the globe, but still the English maintained an oppressive social and economic grip over the colonies. The colonists were an independent lot and there was no way they accepted the Church of England or the aristocratic social structure as something they could embrace.

This became apparent in the War of Independence, which produced documents such as the *Declaration of Independence* and eventually the *Constitution* and the *Bill of Rights*. These would confirm that the foundation of the country was the focus on individual freedom. This was a far cry from a monarch and aristocracy where the people were neither empowered by charter or even given the right to hold their own leaders accountable for their actions. Through this struggle a government was formed

resolve /rɪ'zɒlv/ *n.* a. resolution; b. fixed purpose; c. firmness of purpose; d. solution

domain /dəʊ'meɪn/ *n.* a. what one is master of or has dominion over; b. an estate or territory that is owned or governed by a person, a family or a ruler; c. ownership; d. a public park or recreation area; e. the scope or range of any subject or sphere of knowledge

seat /si:t/ *n.* a. that on or in which sth rests; b. site, situation; c. a place where anything is located, settled, or established

discern /dɪ'sɜːn/ *v.* a. to make out; b. to distinguish by the eye or understanding; c. to judge

saturate /'sætʃəreɪt/ *v.* a. to soak; b. to imbue; c. to fill to the fullest extent possible; d. to satisfy all the valencies of; e. to cover completely with bombs dropped simultaneously

psyche /'saɪkə/ *n.* the soul, spirit or mind

subdue /səb'djuː/ *v.* a. to overcome, conquer; b. to overpower; c. to subject; d. to make submissive

indignity /ɪn'dɪɡnɪti/ *n.* a. unworthiness; b. disgrace; c. dishonour; d. indignation, anger

far cry advanced utterance, slogan

monarch /'mɒnərk/ *n.* a sole hereditary head of a state, whether titular or ruling

accountable /ə'kaʊntəbəl/ *adj.* a. liable to account, responsible; b. explicable

by the people and for the people where the leaders would be directly accountable to its citizens.

Jefferson stated in the past people were never empowered to censure or punish their leaders and those that would even raise their voice in protest were considered traitors.

This right is of central importance because it truly defines the core of our social and ethical system, which had set us apart from the rest of the world. The *Constitution* provided the separation of Church and State. Now the government became the blanket under which all people could have their own beliefs, the freedom to speak out without fear of backlash from any group, religious institution or the government itself.

The government was structured to protect and defend the rights of all the people. Thus it became the model that influenced thinking so deeply, that it would give rise to the movement of enlightened structures in both the secular and religious realm in the twenty first century.

This is in direct concurrence with the spirit and teachings of great religious leaders where the integrity of the individual is to be cherished and protected. These founding documents would be the foundation for the rights of each individual and would be the building blocks of a new emerging civilization where the people are empowered to keep those who are in positions of authority in check, in other words, to keep the status quo in check.

Even though these documents were founded to protect the rights of the individual there was still slavery. These Americans of African descent were considered 3/5 human. Now the Church in America became hypocritical. Not only did their own religious doctrines mirror their hypocrisy, but the Bill of Rights exposed their evil. They had condoned and even protected the idea of slavery. But the force of individual rights and the integrity of individuals continued to drive forward and now that it was written into our sacred founding documents, such hypocrisy could not last.

With the appearance of Lincoln the

censure /'senʃə/ *n.* a. an unfavourable opinion or judgment; b. blame; c. reproof

traitor /'treɪtə/ *n.* a. a betrayer; b. a person who commits treason

backlash /'bækklæʃ/ *n.* reaction or consequence, esp if violent

realm /reɪlm/ *n.* domain, field

concurrence /kən'kʌrəns/ *n.* a. agreement; b. assent; c. coincidence

integrity /ɪn'teɡrɪti/ *n.* a. entireness, wholeness; b. the unimpaired state of anything; c. uprightness; d. honesty; e. purity

condone /kən'dəʊn/ *v.* to forgive; to pass over without blame, overlook intentionally; to excuse

status quo was challenged again and an institution that had supported social injustice was challenged by the integrity of the *Bill of Rights*. With that established, the indignity of slavery gave birth to the *Emancipation Proclamation*. Again the status quo was put in check by our sacred doctrines and the people who chose to speak out, protect and honor them. The gap between the doctrines of the people and their actions now became smaller.

Amazingly, this driving force keeps moving forward like a raging current that has only one purpose: to wash away all that is evil and perverse.

Throughout the twentieth century this force continued to gather momentum, drawing into its vortex all manner of movements: women's rights, civil rights, worker's rights—the list goes on, the roar gets louder! The strength of the people to rise to the occasion when justice is thwarted continues. Now the seed planted over two hundred years ago honoring the integrity of life and the individual, acts as the flag for our invincible fortress, a fortress that eternally protects all humanity from the advancement of tyranny and terrorism. This ideal alone is what directs our destiny and defines us as Americans.

perverse /pə'vɜ:s/ *adj.* a. turning aside from right or truth; b. obstinately determined when in the wrong; c. capricious and unreasonable in opposition; d. wrong-headed, stubborn; e. deliberately wicked

momentum /məʊ'mentəm/ *n.* force of motion gained in movement, impetus

vortex /'vɔ:teks/ *n.* a. a whirling motion of a liquid, gas or fire forming a cavity in the center; b. a pursuit, way of life, situation, etc. that engulfs one irresistibly or remorselessly, taking up all one's attention or energies

thwart /θwɔ:t/ *v.* to prevent, to frustrate

invincible /m'vɪnsəbəl/ *adj.* that cannot be defeated or overcome; insuperable

fortress /'fɔ:trɪs/ *n.* a fortified place; a defence

tyranny /'tɪrəni/ *n.* a. absolute or illegal established power; b. the government or authority of a tyrant; c. absolute power cruelly administered; d. oppression, cruelty, harshness

enigma /'ɛnɪgmə/ *n.* a. a statement with a hidden meaning to be guessed; b. anything very obscure; c. a mysterious person or situation; d. a riddle

homogenous /,həʊmə'dʒɪnəs/ *adj.* a. of the same kind or nature; b. having the constituent elements similar throughout; c. of the same degree or dimension in every term

ostracize /'ɔ:trəsaɪz/ *v.* to exclude from society or from one's social group

acquiesce /,ækwi'tes/ *v.* to rest satisfied or without making opposition; to assent

America remains the great enigma to the rest of the world. How can a country that is so young give birth to a process that is so profound and so advanced? The answer lies in the fact that all countries in the world throughout history except America are homogenous where the system's main stress had been on the group, not the individual. Within these systems many individuals have had to sacrifice themselves to save the group or save face of the community even at the expense of their own integrity. An individual in those systems rarely questions authority and in the rare cases that it happens, the person finds himself cut off or ostracized from the community where the social trends acquiescing to authority is the only acceptable behavior to keep the society unified and in harmony.

But America emphasizes the development of a strong, outspoken individual as the makeup of the group and nation, who would willingly, if necessary, give their lives to protect the integrity of the individual and their freedom first and foremost. We do not keep silent or acquiesce or sacrifice our lives and dignity to support any people or group that would trample on the rights of the individual, claiming to preserve and protect our nation.

trample on to tread roughly or in contempt; to tread forcibly and rapidly
etch /etʃ/ v. to design on metal, glass, etc by eating out the lines with an acid; to eat away or corrode

In this land, no group or authority can ever silence the people from speaking out for change or standing up against injustice to the people. This process will never cease. Only you can have the choice to exercise this right and etch your life in glorious victory for all the people. This is your choice, your privilege and your responsibility as free people.

America knows how to put the status quo in check. This is our nature. It is in our blood. It is what keeps our hearts pure. We have taken the bold step to honor the enlightenment and the development of the individual as the key building block to a new global civilization.



Cultural Notes

Puritan—A person who in the time of Elizabeth and the Stuarts wished to carry the reformation of the Church of England further by purifying it of ceremony; an opponent of the Church of England on account of its retention of much of the ritual and belief of the Roman Catholics; an opponent of the Royalists in the 17th century; a person of similar views to, or in sympathy with, those of the historical Puritans.

The Church of England—The Church of England is the officially established Christian church in England, and is the “mother” of the worldwide Anglican Communion, the oldest among its nearly 40 independent national churches. The Church of England considers itself to stand both in a reformed tradition and in a catholic one (as in , meaning “pertaining to the whole”): Reformed insofar as many of the principles of the early Protestants as well as the subsequent Protestant Reformation have influenced it, and insofar as it does not accept Papal authority. Catholic in that it views itself as the unbroken continuation of the early apostolic

and later medieval universal church, rather than as a new formation. In its customs and liturgy it has retained more of that tradition than most other reformed churches.

War of Independence (1775—1783)—It was fought by the British colonies in the present U. S. against the mother country. Underlying causes were social, economic, political, religious, and geographic. The victory of the colonies led to their separation from Great Britain and the foundation of the U. S.

Declaration of Independence—The formal proclamation of the 13 colonies, announcing their separation from Great Britain, was adopted July 4, 1776. The actual writing was done by Jefferson and the document is based on the natural-rights theory of government.

Bill of Rights—The first ten amendments to the U. S. *Constitution*, passed in 1791. Their main guarantees are the freedom of worship, of speech, of press, of assembly, of petition for redress of grievances, and against being deprived of life, liberty, or property without “due process of law.”

Thomas Jefferson (1743—1826)—3rd President of the U. S. (1801—1809). He was almost wholly responsible for the spirit and phrasing of the Declaration of Independence.

Abraham Lincoln (1809—1865)—16th President of the U. S. (1861—1865). The most famous of his executive acts was the *Emancipation Proclamation* (1862), which freed slaves in rebellious territory, while those in loyal or conquered states were to be freed by later legislation.

Emancipation Proclamation—Order made by U.S. President Abraham Lincoln in 1862 that freed all southern slaves.



Exercises

I. Answer the following questions based on the text.

1. Why did the early puritans have to flee to the American Continent?
2. In what sense is the Church of England hypocritical?
3. How do you understand a government by the people, for the people and of the people?

4. What right lies as the core in American social and ethical system and why?
5. After reading the text, how do you understand "America knows how to put the status quo in check"?

II. Decide whether the following statements are true or false.

1. The doctrine proposed by puritans required a lot of research, and therefore they traveled to the U. S. to practise it.
2. Once settled in America, the puritans could get rid of all their trouble, no matter religious or political.
3. Documents such as *Declaration of Independence*, the *Constitution* and the *Bill of Rights* contributed to individual freedom.
4. Lincoln challenged slavery, a kind of social injustice, which was protected by the *Bill of Rights*.
5. According to the author the advancement of the U. S. lies mainly in its youth, which is in turn lack of burden.

III. Paraphrase the following phrase(s) and sentence(s) in English.

1. There was no debate about the validity of the Puritan's doctrine.
2. Having the chance to resettle in America the Puritans acted.
3. a wave of determination
4. saturate the American psyche
5. champion the cause
6. The Constitution provided the separation of Church and State.
7. invincible fortress
8. etch your life in glorious victory for all the people

IV. Translate the following sentences into Chinese.

1. But was it the teaching of their founder to persecute others, lock them up and take away their freedom simply because their beliefs were different?
2. The Church of England tried to suppress the individual in their spiritual beliefs, their private domain, the seat of life where all people inquire about their own existence.
3. This phenomenon where noble ideals continue to rise up even from the ashes of our own indignities is uniquely American.
4. The colonists were an independent lot and there was no way they accepted the Church of England or the aristocratic social structure as something they could embrace.

5. Jefferson stated in the past people were never empowered to censure or punish their leaders and those that would even raise their voice in protest were considered traitors.
6. These founding documents would be the foundation for the rights of each individual and would be the building blocks of a new emerging civilization where the people are empowered to keep those who are in positions of authority in check, in other words, to keep the status quo in check.

V. Respond to each of the following statements.

1. When immigrants in a great number settled in a country, they would influence that country in no small way.
2. Historically speaking, individualism in a specific country is reinforced gradually.
3. Some movements like women's rights, civil rights, and worker's rights emphasize social justice other than submission to authority.

VI. Provide a text which can support your viewpoint on one of the statements in Exercise V.

Text B

Western Civilisation Faces a Stark Choice

Richard Koch and Chris Smith

In 1900, most westerners were confident and optimistic, full of pride about their civilisation. Since then, the west has made enormous strides in economic, scientific, military, political and social terms. Yet the earlier confidence has gone.

stride /straɪd/ *n.* a. the act of walking with long steps; b. a single long step; c. a step of progress

drive /draɪv/ *v.* a. to push or press onward forcibly; urge forward; b. to guide, or direct (a vehicle)

progressively /prə'grestɪvli/ *adv.* increasingly

sell-by date the date that tells the store how long to display the product for sale

secular /'sekjʊlə/ *adj.* worldly rather than spiritual

We have stopped believing in the ideas that drove earlier generations to improve the world. Six main ideas made the west, century after century, progressively successful, powerful, and attractive—Christianity, optimism, science, economic growth, individualism and liberalism. Are these ideas past—their sell-by date?

Christianity: western secular values, above all

