



大学英语促学助考系列教材  
Supplementary English Course Book Series For College Students

# 大学英语

## 阅读教程

(第二册)

主 编 邸爱英  
副主编 许雪蕾

College English:  
A Reading Course Book (2)



电子科技大学出版社

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## 内 容 简 介

本书课文题材广泛,涉及科学与技术、环境与发展、语言与社会、事业与成功、母爱与亲情、大学生生活、老年社会、人际关系、经典阅读、娱乐文化、世纪回顾、网络世界、大众传媒等。编者运用语料库的方法进行了文本定量分析,编排顺序以主课文阅读难度而定,对词汇量、词频、难易程度进行了一定的控制。练习包括阅读理解、词汇结构、口语实践、关键词组、短语翻译、写作等形式,注重实实在在的语言运用实践,注重学习者的自觉参与。本书适合大学英语一年级学生在第二学期或具有相当水平的自学者使用,建议每周学习一个单元。可根据学生的实际情况,部分课文课堂讲授,部分学生自学,程度较高的学生可全部自学。

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Supplementary English Course Book Series For College Students

# 《大学英语促学助考系列教材》

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# 总 序

《大学英语促学助考系列教材》是电子科技大学精品教材建设项目，由电子科技大学外国语学院集体编写。本教材由《大学英语阅读教程》（分三册）、《大学英语四、六级主题式阅读》、《大学英语愉悦写作》、《大学英语语法要览》四种共六本教材组成。教材编写的原则和指导思想是教育部最新颁发的《大学英语新课程标准》，旨在帮助非英语专业本、专科学生丰富英语语言知识，提高语言应用技能，增强其自主学习能力，提高综合文化素养，并顺利通过国家 CET 四、六级考试。学生的听说和翻译能力培养将通过应用教育部推荐的听说教学系统和我院正在开发的“在线听力”、“在线翻译”课程来实现，与本系列教材相互呼应，以形成全面合理的课程组合。

《大学英语阅读教程》是本系列教材的核心，每册 15 个单元，围绕反映当代大学和社会生活实际的重大主题展开，力求内容新颖，题材广泛，体裁多样，指导学生获取丰富的语料，掌握与各主题有关的语言文化知识，积累词汇量。各单元练习培养学生分析、归纳、推理、判断、领会作者观点和态度的阅读能力。

《大学英语阅读教程》的课文是在运用语料库方法对文本进行定量分析的基础上精心筛选排序的，对词汇量、词频、难易程度进行了控制。

《大学英语四、六级主题式阅读》在统计分析历年四、六级阅读考题篇章题材和试题类型的基础上，将所选材料按篇章主题编排，使学生尽快熟悉相关词汇及表达方式；分类别设计阅读题并相对集中编排，以使训练更有效率；讲解并翻译每篇文章的疑难句，以便学生准确掌握文章内容，正确回答问题。

《大学英语愉悦写作》涵盖大学英语课程对学生写作能力要求的议论文、描述文、说明文、应用文和图表作文五种类型；循序渐进地向学生提供尽可能多的可理解输入；灵活多样的练习，使学生能够先仿写、后创作，体验写作的愉悦并迅速提高写作能力。

《大学英语语法要览》既有理论，又注重实践，突出英语基础语法中的重点和难点问题，以提纲挈领的范例讲解，精选的练习帮助学生巩固语言知识，提高组句、阅读、翻译的能力。

本系列教材立足于培养学生的自学能力，注重实实在在的语言运用实践，注重学习者的自觉参与，不仅适用于修读大学英语课程的在校本科学生使用，也适

合具有相当英语水平的自学者使用。

在教材编写过程中，张杨副教授在对《大学英语阅读教程》选材文本进行定量分析、排序、词表生成等方面做了大量的工作；除参编人员之外，学院其他教师和研究生曾协助收集素材；教材编者们自始至终得到电子科技大学出版社的领导、责任编辑的大力帮助，在此谨向他们表示衷心的感谢。

电子科技大学外国语学院

2006年6月

# 前言

《大学英语促学助考系列教材》由《大学英语阅读教程》(分三册)、《大学英语四、六级主题式阅读》、《大学英语愉悦写作》、《大学英语语法要览》等四种教材共六本书组成。本书为《大学英语阅读教程》的第二册。

本册课文题材广泛,话题涉及科学与技术、环境与发展、语言与社会、事业与成功、母爱与亲情、大学生活、老年社会、人际关系、经典阅读、娱乐文化、世纪回顾、网络世界、大众传媒等等,特别突出了科技在现代生活中的作用,从不同视角探讨科技与社会的关系。可以说选材兼顾了时尚与经典、校园与社会。选文语言纯正优美,风格鲜明生动。学习者不仅能够以课文为载体,进一步提高英语基本能力,而且能够开阔视野,提高人文素质。

本书共有 15 单元,每单元有同一主题的两篇课文。每个单元由以下几个部分组成:

## 单元导读 (Preview)

简练的英文摘要概括单元内容,引导学生进入单元话题。

## 课文 A (Text A)

以几个课前提问 (Pre-reading Questions) 激发学生对课文主题的思考,然后进行课文阅读。要求学生在宏观 (主题思想、文章结构、写作风格等) 和微观 (字词句的理解和掌握) 层面上学习课文,阅读课文后面的注释和单词表可以帮助同学们阅读。课后练习 (Post-reading Activities) 包括阅读理解简答题,词汇填空题、词组句型英汉互译练习,主要目的是复习和巩固重要语言点。口语练习模仿全国大学英语四、六级口语考试基本模式,不仅给出详细的练习指导,还针对不同话题,将练习分为不同训练形式:独立报告、二人问答、小组讨论、图片/卡片描述、命题辩论等。这样既照顾到不同程度学生的需要,又为学生参加口语考试做了必要准备。写作练习同样训练学生综合运用语言知识的能力。题目一般是以解决一个问题或完成一项任务的形式出现,题目设计原则是既与课文主题相关,又要调动学生的想像力和主观能动性,使他们积极地参与到写作练习中去。

## 课文 B (Text B)

课文 B 在文章的长度和难度上同样适合课堂由教师指导的精读学习。但如果课堂授课时间有限,也可以布置学生做课外自学。课文 B 后只安排了两个练

习,更确切地说是示范练习。第一个仍是阅读理解简答题,目的是使学生能够在阅读理解的基础上复述课文主要内容。第二个练习是词组、句型的反译(back-translation)练习,目的是使学生意识到,在阅读活动中他们自己可以更加留意语言点,积累有用的、有趣的表达方法。

总之,编者通过设置大量的略读与细读、提纲与问答、注释与导读以及翻译与写作等不同的练习形式,力求使学生从阅读实践中获得真正的理解。

本册 30 篇课文平均每篇约 700 个单词,共 30000 余词,收入生词表的单词 1351 个。从词汇量的角度来讲,认真学完本册教材,将学到《大学英语课程教学要求(试行)》词表中一般要求和较高要求词汇量的约 50%。

每个单元的两篇课文具有较强的趣味性和知识性。每篇课文的生词量一般控制在 7%以下,个别课文生词量略高于 7%,比较适合学生的阅读水平,可读性较强。

本书是集体智慧和努力的结晶。在教材编写过程中,小组成员通力合作,取长补短,圆满完成了任务。具体分工如下:本册总体思路、体例设计由邸爱英负责,文本最后合成及日常联络工作由许雪蕾担任,全体人员参加了从文章的选编、练习的配置、教参的编写、文本的反复校对等工作,并就该册教材的选文及练习等征求了任课班级的意见。具体分工如下:第 1、2、3 单元由许雪蕾负责,第 4、5、6 单元由熊惠明负责,第 7、8、9 单元由孙建蕾负责,第 10、11、12 单元由徐敏惠负责,第 13、14、15 单元由邸爱英负责。23141010 班的刘一鸣同学也参加了文章的编选工作,并从学生视角为选文提出了十分有益的建议。这样保证了选文的可读性,我们对教材的使用效果就更充满信心。

《大学英语阅读教程》(第二册)编写小组

2006 年 6 月



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# Unit 1

## Learn to Respect Each Other



### Preview

Respect is the cornerstone of all virtues. Without mutual respect, people might live their lives full of resentment, hostility, and hatred. What a world it would be! Amy, the little girl in Text A, once lived a miserable life because of her disability and the lack of respect from her peers. She made a humble yet remarkable wish in the Christmas Wish Contest — a day without teasing, which caused a nationwide sensation that people started the journey of rediscovering the virtue of respect. Text B is virtually a guidance of learning to love yourself. You cannot really love others without loving yourself. So respect and love can do a miracle to the world you are living in and the world inside yourself.



## Lead-in Questions

1. Have you ever been teased? If yes, how did you feel when you were teased? If no, imagine how you would feel on such an occasion?
2. How do you usually feel when you encounter people with disabilities?
3. What behaviors of healthy people are most likely to hurt the dignity of the disabled?

## Text A

### The Little Girl Who Dared to Wish

Alan D. Shultz

1 As Amy Hagadorn rounded the corner across the hall from her classroom, she collided with a tall boy from the fifth grade running in the opposite direction.

2 "Watch it, Squirt," the boy yelled, as he dodged around the little third grader. Then, with a smirk on his face, the boy took hold of his right leg and mimicked the way Amy limped when she walked.

3 Amy closed her eyes for a moment.

4 "Ignore him," she told herself as she headed for her classroom.

5 But at the end of the day, Amy was still thinking about the tall boy's mean teasing. It wasn't as if he were the only one. It seemed that ever since Amy started the third grade, someone teased her every single day. Kids teased her about her speech or her limping. Amy was tired of it. Sometimes, even in a classroom full of other students, the teasing made her feel all alone.

6 Back home at the dinner table that evening Amy was quiet. Her mother knew that things were not going well at school. That's why Patti Hagadorn was happy to have some exciting news to share with her daughter.

7 "There's a Christmas Wish Contest on the radio station," Amy's mom announced.





“Write a letter to Santa and you might win a prize. I think someone at this table with blond curly hair should enter.”

8 Amy giggled. The contest sounded like fun. She started thinking about what she wanted most for Christmas.

9 A smile took hold of Amy when the idea first came to her. Out came pencil and paper and Amy went to work on her letter. “Dear Santa Claus,” she began.

10 While Amy worked away at her best printing, the rest of the family tried to guess what she might ask from Santa. Amy’s sister, Jamie, and Amy’s mom both thought a 3-foot Barbie Doll would top Amy’s wish list. Amy’s dad guessed a picture book. But Amy wasn’t ready to reveal her secret Christmas wish just then. Here is Amy’s letter to Santa, just as she wrote it that night:

*Dear Santa Claus,*

*My name is Amy. I am 9 years old. I have a problem at school. Can you help me, Santa? Kids laugh at me because of the way I walk and run and talk. I have cerebral palsy<sup>[2]</sup>. I just want one day where no one laughs at me or makes fun of me.*

*Love,*

*Amy*

11 At radio station WJLT in Fort Wayne, Indiana, letters poured in for the Christmas Wish Contest. The workers had fun reading about all the different presents that boys and girls from across the city wanted for Christmas.

12 When Amy’s letter arrived at the radio station, manager Lee Tobin read it carefully. He knew cerebral palsy was a muscle disorder that might confuse the schoolmates of Amy who didn’t understand her disability. He thought it would be good for the people in Fort Wayne to hear about this special third grader and her unusual wish. Mr. Tobin called up the local newspaper.

13 The next day, a picture of Amy and her letter to Santa made the front page of the “News Sentinel<sup>[3]</sup>.” The story spread quickly. All across the country, newspapers and radio and television stations reported the story of the little girl in Fort Wayne, Indiana, who asked for such a simple, yet remarkable, Christmas gift — just one day without teasing.

14 Suddenly the postman was a regular at the Hagadorn house. Envelopes of all sizes addressed to Amy arrived daily from children and adults all across the nation. They came filled with holiday greetings and words of encouragement.



15 During that unforgettable Christmas season, over two thousand people from all over the world sent Amy letters of friendship and support. Amy and her family read every single one. Some of the writers had disabilities; some had been teased as children. Each writer had a special message for Amy. Through the cards and letters from strangers, Amy glimpsed a world full of people who truly cared about each other. She realized that no amount or form of teasing could ever make her feel lonely again.

16 Many people thanked Amy for being brave enough to speak up. Others encouraged her to ignore teasing and to carry her head high. Lynn, a sixth grader from Texas, sent this message:

17 "I would like to be your friend," she wrote, "and if you want to visit me, we could have fun. No one would make fun of us, cause, if they do, we will not even hear them."

18 Amy did get her wish of a special day without teasing at South Wayne Elementary School. Additionally, everyone at school got an added bonus. Teachers and students talked together about how bad teasing can make others feel.

19 That year, the Fort Wayne mayor officially proclaimed December 21st as Amy Jo Hagadorn Day throughout the city. The mayor explained that by daring to make such a simple wish, Amy taught a universal lesson.

20 "Everyone," said the mayor, "wants and deserves to be treated with respect, dignity and warmth."



(864 words)

## Notes

1. Barbie Doll: The Barbie doll was invented in 1959 by Ruth Handler, whose own daughter was called Barbara. Barbie was introduced to the world at the American Toy Fair in New York City. The first Barbie doll sported a ponytail hairstyle, black and white zebra-striped bathing suit, open-toed shoes, sunglasses and earrings. The doll was intended to be a teenage fashion model, but in the years that followed she has been joined by friends and family. Barbie Doll is further expanding her versatile and limitless roles to inspire girls' dreams.
2. cerebral palsy: any of several nonprogressive motor disorders resulting from



damage to the central nervous system, esp. before or during birth, and, usually, characterized by spastic paralysis.

3. The "News Sentinel": Fort Wayne News-Sentinel. Newspaper in Fort Wayne, Indiana USA covering Fort Wayne local news.

## New Words and Expressions

<b>collide</b>	/ kə'laɪd/	<i>vi.</i>	to come together with violent, direct impact 碰撞
<b>squirt</b>	/ skwɜ:t/	<i>n.</i>	an offensive term that deliberately insults somebody's young age or small size, especially in response to perceived impudence 小子, 矮子 (带侮辱性)
<b>dodge</b>	/ dɒdʒ/	<i>vi.</i>	to avoid by moving or shifting quickly aside 闪躲
<b>smirk</b>	/ smɜ:k/	<i>vi.</i>	to smile in an affected, often offensively self-satisfied manner 假笑, 做作地、自鸣得意地笑
		<i>n.</i>	an affected, often offensively self-satisfied smile 假笑, 自得的笑
<b>mimic</b>	/ 'mɪmɪk/	<i>vt.</i>	1.to copy or imitate closely, especially in speech, expression, and gesture; ape 模仿, 仿效 2.to copy or imitate so as to ridicule; mock 嘲弄, 愚弄
<b>limp</b>	/ lɪmp/	<i>vi.</i>	to walk with an uneven step, usually because of having an injured leg 跛行
<b>mean</b>	/ mi:n/	<i>adj.</i>	1.selfish in a petty way; unkind 自私的, 小气的 2.cruel, spiteful, or malicious 残酷的, 怀有恶意的
<b>tease</b>	/ ti:z/	<i>vt.</i>	to make fun of; mock playfully 取笑, 开玩笑地嘲弄
<b>contest</b>	/ 'kɒntest/	<i>n.</i>	a competition, especially one in which entrants perform separately and are rated by judges 竞赛, 竞赛
		<i>vt.</i>	to compete for 竞争
		<i>vi.</i>	to struggle or compete; contend 争斗, 竞争, 争夺
<b>curly</b>	/ 'kɜ:li/	<i>adj.</i>	having curls 卷曲的



<b>giggle</b>	/ 'gɪɡl/	<i>vi.</i>	to laugh audibly but not loudly, sometimes without meaning to, in a way that is typical of children 吃吃地笑
<b>reveal</b>	/ ri'vi:l/	<i>vt.</i>	to make known (something concealed or secret) 揭露, 泄露
<b>cerebral</b>	/ 'seribrəl/	<i>adj.</i>	of or relating to the brain or cerebrum 脑的
<b>palsy</b>	/ 'pɔ:lzi/	<i>n.</i>	complete or partial muscle paralysis 瘫痪
<b>disability</b>	/ .disə'biliti/	<i>n.</i>	a medically diagnosed condition that makes it difficult to engage in the activities of daily life 残疾
<b>remarkable</b>	/ ri'mɑ:kəbl/	<i>adj.</i>	worthy of notice; attracting notice as being unusual or extraordinary 值得注意的, 卓越的
<b>address</b>	/ ə'dres/	<i>vt.</i>	to write or print on an item of mail details of where it is to be delivered 写地址
<b>unforgettable</b>	/ 'ʌnfə'getəbl/	<i>adj.</i>	earning a permanent place in the memory; memorable 不会被遗忘的, 难忘的
<b>glimpse</b>	/ glɪmps/	<i>n.</i> <i>vt.</i>	a brief, incomplete view or look 一瞥, 一看 to obtain a brief, incomplete view of 瞥见, 粗略地看见
<b>bonus</b>	/ 'bəʊnəs/	<i>n.</i>	1.an extra unexpected advantage 附带的好处 2.an amount of money given in addition to normal pay, especially as a reward 奖金
<b>proclaim</b>	/ prə'kleɪm/	<i>vt.</i>	to announce officially and publicly 宣布
<b>deserve</b>	/ di'zə:v/	<i>vt.</i>	to be worthy of; merit 值得; 应得
<b>dignity</b>	/ 'digniti/	<i>n.</i>	the quality or state of being worthy of esteem or respect 尊贵; poise and self-respect 自信, 自尊
<b>take hold of</b>			to take something firmly and retain it in the hand or arms 握住
<b>head for</b>			to move or go in a particular direction or to a particular position 前往
<b>be tired of</b>			be bored by 厌烦, 厌倦
<b>work on</b>			to spend time doing, making, improving, or fixing something 从事于, 致力于
<b>work away</b>			to work continuously and usually energetically over a period of time 一直干活





make fun of	to mock, ridicule 嘲笑, 嘲讽
pour in	to come in large quantity 涌入
call up	1. to make a phone call to 打电话 2. to bring back memories of something 使记起
speak up	to express opinions freely and frankly 坦白地说出来

## Exercises

### 1. Reading Comprehension Questions

- 1) Why did the boy imitate the way Amy walked?
- 2) How did Amy feel when other kids teased her?
- 3) What was the exciting news Mrs. Hagadorn wanted to share with her daughter?
- 4) What was Amy's Christmas wish? And why did she want that so badly?
- 5) What is cerebral palsy? And how did it affect Amy physically?
- 6) How did Amy's story of her unusual Christmas wish spread across the nation?
- 7) What did Amy realize by reading those letters and cards?
- 8) What is the significance of Amy's daring to make that simple wish?

### 2. Vocabulary and Structure

(1) Fill in the blanks with the words or expressions given below. Change the form where necessary.

bonus	proclaim	collide	mean	limp	reveal
address	tease	glimpse	mimic	curly	contest

- 1) Sometimes the stepmother was \_\_\_\_\_ with her stepchildren by calling them names or spanking them.
- 2) A survey of the British diet has \_\_\_\_\_ that a growing number of people are overweight.
- 3) Two trains \_\_\_\_\_ head-on in northeastern Germany early this morning.
- 4) Workers in big firms receive a substantial part of their pay in the form of \_\_\_\_\_ and overtime.
- 5) She will not regain arm and finger function, but her doctors hope she may not need