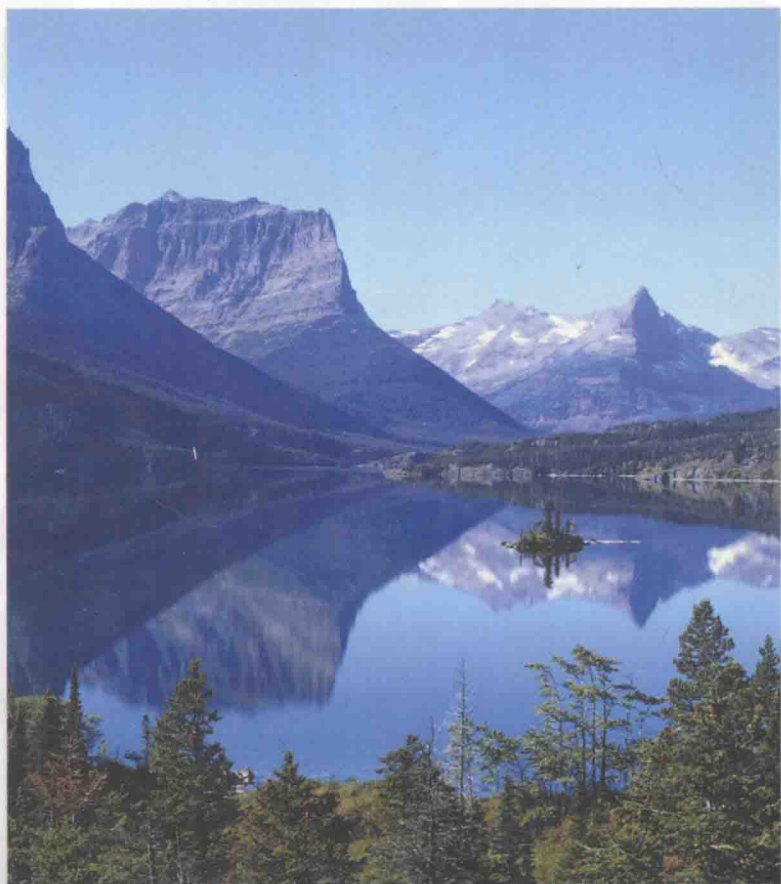




普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

*Reading Course 1
Student's Book*



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学 英语

阅读教程

(通用本)

学生用书

1

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Reading Course 1
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图书在版编目(CIP)数据

大学英语(全新版)阅读教程(1)学生用书(通用本)/王秀珍,樊葳葳

主编;汪火焰等编. —上海:上海外语教育出版社, 2002

大学英语系列教材

ISBN 7-81080-525-8

I. 大… II. ①王…②樊…③汪… III. 英语—阅读教学—高等学校—教材

IV. H319.4

中国版本图书馆CIP数据核字(2002)第047488号

《大学英语》系列教材(全新版)

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出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电话: 021-65425300 (总机), 35051812 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 包洁

印刷: 上海长阳印刷厂

开本: 787×965 1/16 印张 11.75 字数 259 千字

版次: 2002 年 11 月第 1 版 2003 年 5 月第 2 次印刷

印数: 150 000 册

书号: ISBN 7-81080-525-8 / H · 194

定价: 13.00 元

本版图书如有印装质量问题,可向本社调换

本社反盗版举报电话: 021-65366698



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# 《大学英语》系列教材(全新版)

## 编写前言

### 1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,成为我国高校英语教学的首选教材,并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间,教材曾数度修订,分别在1992年、1997年出版了正式本和修订本,以适应教学需要。然而,随着我国改革开放步伐的加快,社会各方面对大学生的外语学习,尤其是他们的外语实用能力,提出了更高的要求,要求他们不仅应具有较好的阅读水平,而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此,《大学英语教学大纲》进行了修改并于1999年公布了修订本,从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面,作为教学思想的一种载体,理应有新的作为。

正是在这种新的形势鼓舞下,上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下,开展了广泛而深入的调研、论证工作,并在此基础上经过精心设计,认真编写出《综合教程》和《听说教程》的样课,于2000年秋季在复旦大学等院校部分班级试用,同时征询了二十多个省市数百所院校的意见。历经近三年时间的准备后,我们决定从今秋起陆续推出全新版,更好地服务于我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

### 2. 编写原则

1)《全新版》根据《大学英语教学大纲》(修订本)编写,供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如 pair work、group discussion、debate 等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的 Test Yourself 设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

### 3. 全书框架

全书由下列几部分组成:

**综合教程(1—6册)**

(每册由8个单元组成)

**阅读教程(通用本)(1—6册)**

(每册由8个单元组成)

**阅读教程(高级本)(1—6册)**

(每册由8个单元组成)

**快速阅读(活页)**

(每册由8个单元组成)

**听说教程(1—6册)**

(每册由16个单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有**语法手册**一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师用书**;综合、听说教程配有相应的录音磁带和光盘。快速阅读各册也配有多媒体光盘。

#### **4. 使用说明**

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。

使用时,各校可根据具体情况灵活掌握。

编 者

2002年3月

# 关于《阅读教程(通用本)》的编写和使用

## 1. 编写宗旨

本教程为非英语专业学生提供了较系统且题材多样化的课外阅读材料,旨在培养学生熟练地运用阅读技巧、正确理解篇章的能力,扩大学生的知识面和文化视野,增进学生的阅读理解和欣赏水平。

## 2. 全书框架

本教程共分六册,每册分8个单元,每单元有3篇阅读文章,共有24篇阅读文章。每单元包含以下五个部分:

1) 每篇课文前设有 Introduction,以激发学生的阅读兴趣,并让他们对文章的主要内容和文化背景有初步的了解。

2) 每篇课文中的生词与语言难点均采用边注形式编写,以及时扫除学生在阅读过程中的理解障碍,这样有利于学生将阅读重点放在语篇水平上的理解。

3) 每单元第一篇文章的选材紧扣《综合教程》相关单元的主题,其目的是使学生对同一题材有更多的信息“输入”,自然亦有助于学生对相关信息的“输出”。另两篇文章的主题为其他内容的题材,如:短篇故事、科普、人物传记、历史事件等,以培养学生对人文知识的兴趣,并扩大其知识面。

4) 每单元第一篇文章后附有 Reading Skills,内容包括如何理解文章的中心思想,如何确定段落主题句,如何根据上下文、构词法猜测词义,如何查阅字典等,并安排了相应的练习,使学生在阅读后能马上进行操练,以达到事半功倍的效果。

5) 本教程涉及的练习形式有:多项选择题、正误判断题、英译汉练习、简短回答问题练习、词汇与定义配对选择题、思考讨论题等。每篇课文后使用了三种或四种练习形式。练习的目的旨在引导学生对课文进一步理解和对语言难点解惑释疑,进而提高学生分析、归纳的能力。

每册书后附有总词汇表,供学生查找和记忆。表中四级词汇用黑正体表示,六级词汇用黑正体并在词尾加▲表示,六级后词汇用黑斜体表示,纲外词汇用白斜体表示,短语(句子)用黑正体表示,文化地理等词条用白斜体表示。



本教程配有教师用书。

本书由武汉大学外语学院和华中科技大学外语系共同编写,由王秀珍和樊葳葳任主编。参加编写人员有(以姓氏笔划为序)汪火焰、李家云、吴斐和郭晶晶。在编写过程中,美籍教师 Joana Carlson, Jack Tofari, Flora Ingram 以及熊性淑老师参加了部分课文引言编写,部分难词、难点注释和改写以及全书审阅工作。谨此一并表示感谢。

编 者  
2002 年 5 月

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# UNIT ONE

## 1. Goodbye School

*Road Dahl*

### Introduction

*It was a tremendous thing in those days for a young man to leave school to work independently. Each new day demanded new ideas and one could never be sure whether he was going to come up with them or not.*

### Text

During my last year at Repton, my mother said to me, "Would you like to go to Oxford or Cambridge when you leave school?" In those days it was not difficult to get into either of these great universities so long as you could pay.

5 "No, thank you," I said. "I want to go straight from school to work for a company that will send me to wonderful faraway places like Africa or China."

You must remember that there was virtually no air travel in the early 1930s. Africa was two weeks away from England by

10 boat and it took you about five weeks to get to China. These were distant and magic lands and nobody went there just for a holiday. You went there to work. Nowadays you can go anywhere in the world in a few hours and nothing is fabulous<sup>1</sup> any more. But it was a very different matter in 1934.

1. fabulous /'fæbjələs/ a. 惊人的,难以置信的

15 So during my last term I applied for a job only to those companies that would be sure to send me abroad. They were the Shell Company (Eastern Staff), Imperial Chemicals (Eastern Staff) and a Finnish<sup>2</sup> lumber<sup>3</sup> company whose name I have forgotten.

2. Finnish /'fɪnɪʃ/ a. 芬兰的; 芬兰人的  
3. lumber /'lʌmbə/ n. 木材

20 I was accepted by Imperial Chemicals and by the Finnish lumber company, but for some reason I wanted most of all to get into the Shell Company. When the day came for me to go up to London for this interview, my Housemaster told me it was ridiculous for me even to try. "The Eastern Staff of Shell are  
25 the crème de la crème<sup>4</sup>," he said. "There will be at least one hundred applicants and about five vacancies. Nobody has a hope unless he's been Head of the School or Head of the House, and you aren't even a House Prefect<sup>5</sup>!"

4. crème de la crème /,krem-dələ:'krem/ 精华,最优秀分子

5. prefect /'pri:fekt/ n. (英国公学中有权维持纪律的)级长,班长

My Housemaster was right about the applicants. There  
30 were one hundred and seven boys waiting to be interviewed when I arrived at the Head Office of the Shell Company in London. And there were seven places to be filled. Please don't ask me how I got one of those places. I don't know myself. But get it I did, and when I told my Housemaster the good  
35 news on my return to school, he didn't congratulate me or shake me warmly by the hand. He turned away muttering<sup>6</sup>, "All I can say is I'm damned glad I don't own any shares in Shell."

6. mutter /'mʌtə/ vt. 小声而含糊不清地说

I didn't care any longer what my Housemaster thought. I was all set. I had a career. It was lovely. I was to leave school  
40 for ever in July 1934 and join the Shell Company two months later in September when I would be exactly eighteen. I was to

be an Eastern Staff Trainee at a salary of five pounds a week.

That summer, for the first time in my life, I did not accompany the family to Norway. I somehow felt the need for a  
 45 special kind of last fling<sup>7</sup> before I became a businessman. So while still at school during my last term, I signed up to spend August with something called "The Public Schools' Exploring Society". The leader of this outfit<sup>8</sup> was a man who had gone with Captain Scott on his last expedition to the South Pole, and  
 50 he was taking a party of senior school boys to explore the interior of Newfoundland during the summer holidays. It sounded like fun.

Without the slightest regret I said goodbye to Repton for ever and rode back to Kent on my motorbike. This  
 55 splendid machine was a 500 cc Ariel<sup>9</sup> which I had bought the year before for eighteen pounds, and during my last term at Repton I kept it secretly in a garage along the Willington road about two miles away. On Sundays I used to walk to the garage and disguise myself in helmet<sup>10</sup>, goggles<sup>11</sup>,  
 60 old raincoat and rubber waders<sup>12</sup> and ride all over Derbyshire. It was fun to go roaring through Repton itself with nobody knowing who you were, swishing<sup>13</sup> past the masters walking in the street and circling around the dangerous supercilious<sup>14</sup> School Boozers<sup>15</sup> out for their Sunday strolls<sup>16</sup>. I tremble to  
 65 think what would have happened to me had I been caught, but I wasn't caught. So on the last day of term I zoomed<sup>17</sup> joyfully away and left school behind me for ever and ever. I was not quite eighteen.

I had only two days at home before I was off to  
 70 Newfoundland with the Public Schools' Explorers. Our ship sailed from Liverpool at the beginning of August and took six days to reach St John's. There were about thirty boys of my own age on the expedition as well as four experienced adult leaders. But Newfoundland, as I soon found out, was not much of a

7. fling /flɪŋ/ *n.* 一时的行乐

8. outfit /'aʊtfit/ *n.* (协同工作的)一组人

9. Ariel /'eəriəl/ *n.* 天王卫 (天王星的五颗卫星之一, 此处指车名)

10. helmet /'helmt/ *n.* 帽盔

11. goggles /'gɒɡls/ *n.* (摩托车驾驶员等戴的)护目镜

12. waders /'weɪdəz/ *n.* 高统防水胶靴

13. swish /swɪʃ/ *vi.* 刷刷地挥动或行进

14. supercilious /sɜːpə'sɪliəs/ *a.* 目空一切的, 高傲的

15. boozers /'buːzə/ *n.* 痛饮者

16. stroll /straʊl/ *n.* 散步, 闲逛

17. zoom /zuːm/ *vi.* 迅速移离(或移向)目标

75 country. For three weeks we trudged<sup>18</sup> all over that desolate<sup>19</sup> land with enormous loads on our backs. We carried tents and groundsheets and sleeping-bags and saucepans and food and axes and everything else one needs in the interior of an unmapped, uninhabitable and inhospitable country. My own  
80 load, I know, weighed exactly one hundred and fourteen pounds, and someone else always had to help me hoist<sup>20</sup> the rucksack<sup>21</sup> on to my back in the mornings. We lived on pemmican<sup>22</sup> and lentils<sup>23</sup>, and the Long March from the north to the south of the island and back again suffered a good deal from  
85 lack of food. I can remember very clearly how we experimented with eating boiled lichen<sup>24</sup> and reindeer moss<sup>25</sup> to supplement our diet. But it was a genuine adventure and I returned home hard and fit and ready for anything.

18. trudge /trʌdʒ/ vi. 步履艰难地行走  
19. desolate /'desəlaɪt/ a. 荒芜的, 无人烟的

20. hoist /hoɪst/ vt. 升起, 举起  
21. rucksack /'rʌksæk/ n. 帆布背包  
22. pemmican /'pemmɪkən/ n. 肉糜压缩饼  
23. lentil /'lentɪl/ n. 扁豆 (小扁豆属植物)  
24. lichen /'lɪkən/ n. [植] 地衣  
25. reindeer moss /'reɪn,dɪə mɒs/ [植] 驯鹿苔藓

26. majesty /'mædʒɪstɪ/ n. 最高权力, 权威

27. lubricating oil /'lu:brikeɪtɪŋ/ 润滑油

There followed two years of intensive training with the  
90 Shell Company in England. We were seven trainees in that year's group and each one of us was being carefully prepared to uphold the majesty<sup>26</sup> of the Shell Company in one or another remote tropical country. We spent weeks at the huge Shell Haven Refinery with a special instructor who taught us all about  
95 fuel oil and diesel oil and gas oil and lubricating oil<sup>27</sup> and kerosene and gasoline.

After that we spent months at the Head Office in London learning how the great company functioned from the inside. Then I was assigned to work independently. I enjoyed my  
100 work, I really did. I began to realize how simple life could be if one had a regular routine to follow with fixed hours and a fixed salary and very little original thinking to do.

1081 words

From *Boy: Tales of Childhood*,  
published by Jonathan Cape Ltd. , 1984.

**COMPREHENSION EXERCISES****I . Decide on the best choice to answer or complete each of the following.**

1. Young people could go to Oxford or Cambridge in those days \_\_\_\_\_.  
A. after they took the entrance examination for university  
B. only if they could afford the university fees  
C. if they wanted to become scholars in a certain field  
D. because education there was free
2. Which of the following places do you think the author would wish to work?  
A. London.                      B. Dublin.                      C. Oxford.                      D. Shanghai.
3. The Housemaster didn't think that the author could obtain the job in the Shell Company because \_\_\_\_\_.  
A. the members of its Eastern Staff were very talented  
B. competition for getting the job was very intense  
C. the author had never taken a position of responsibility in the school  
D. all of the above
4. How did the author spend his time between leaving school and starting work?  
A. He took part in interviews for other jobs.  
B. He followed Captain Scott's example to the South Pole.  
C. He bought himself a motorbike and rode it on Sundays.  
D. He explored the interior of Newfoundland with a party of senior school boys.
5. The author regarded his expedition to Newfoundland as a genuine adventure because \_\_\_\_\_.  
A. it was the first time in his life he did not accompany his family to travel  
B. he indeed appreciated going out with the boys of his own age  
C. it prepared him spiritually and physically for his future work  
D. it was really exciting and adventurous on Newfoundland
6. What priority should a businessman have according to the author?  
A. Simple routine work.                      B. Right and duty.  
C. Self-respect and dignity.                      D. An ambition.

**II . Vocabulary check: Find a word in the text for each definition below.**

1. a short period of energetic activity or enjoyment: \_\_\_\_\_



2. unfriendly towards other people and scornful of them: \_\_\_\_\_
3. go very quickly: \_\_\_\_\_
4. walk slowly and with heavy steps: \_\_\_\_\_
5. lift or pull up: \_\_\_\_\_

### III. Questions for discussion.

1. What preparations are you going to make before you graduate from university?
2. What is the life of a writer like compared with the life of a businessman?

## Reading Skills

### Reading for the Main Idea ( Part I )

#### *—Recognizing Topics and Main Ideas*

By “reading comprehension”, we mean the ability to understand an article or a passage. If a student is “good at reading comprehension”, then, with a high degree of efficiency, he or she is able to recognize the topic of a paragraph and the main ideas presented.

The paragraph topic can be presented in key words, which are closely related to the main idea and are of crucial significance to the understanding of the paragraph. The main idea can be presented in a complete sentence which covers the whole content of the paragraph and says something about the topic.

Here are some examples from the text:

Paragraph 5

Paragraph Topic: application for a job

Main Idea: There was severe competition for the job he wanted.

Paragraph 8

Paragraph Topic: decision to travel with his contemporaries

Main Idea: The author decided to take a special training trip before becoming a businessman.

Paragraph 10

Paragraph Topic: a genuine adventure