



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

New College English (Second Edition)

(第二版)

Reading Course 2
Teacher's Manual

阅读教程
(通用本)
教师手册

主编 吴潜龙





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前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用地英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲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，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养，使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文

采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程，也是拓宽知识、了解世界文化的素质教育课程，兼有工具性和人文性。因此，教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 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，以便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。

7. 练习设计从有利于提高学生语言应用能力出发，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，如 pair work、group discussion、debate 等，或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要，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，还特地在《综合教程》中参照四、六级考卷设计了Test Yourself，以帮助学生熟悉考试题型。

教材框架如下：

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成：

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(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)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中，1—4册供修读一般要求的学生使用，5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本，供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外，各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

二

《全新版大学英语》系列教材问世十年以来，受到了全国高校师生的普遍欢迎，先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材，并获得2003年度上海市优秀教材一等奖。

然而，时代在进步，社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本

科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要（2010—2020年）》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》（高级本）60%以上的文章是重新选用的。《阅读教程》（通用本）也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和 gap filling 等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》（第二版）系列教材仍由复旦大学、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长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人 Anthony J. Ward 博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华

2010年3月

编者的话

1. 编写目的

教师手册的主要作用，是为了方便教师备课和教学，因此它应该紧密结合教材的内容，围绕阅读教材中的课文提供进一步的说明；对理解课文过程中碰到的语言难点，如生词、成语和固定表达作比较详细的解释。

2. 全书框架及使用建议

本教师手册与相应的《阅读教程》中的课文一致，对每一篇课文提供以下三方面材料：

1) 与课文有关的信息。课文的“引言”部分比较简单，只是引入了话题。因此，本书除了进一步介绍与课文话题有关材料之外，还对课文所涉及的人名、地名、事件及文化背景作了进一步的介绍。常见的英语人名和地名、基本的文化常识就不再重复。

2) 语言难点解释。由于《阅读教程》中已经以边注的形式给出了基本的词语注释，在教师手册中就不再重复所有的生词，而是对一些常用的、要求学生掌握的词语（其中少数没有在课文边注里注释）作进一步的解释和用法说明，并举出更多例子。相关的句子也译成汉语，以便学生更好地把握词义。

3) 练习答案。全新版《阅读教程》的练习比较精简，因此练习答案不是本书的重点。对于选择题、正误判断题等客观题，本书给出直接的答案（学生用书后面也附有答案），但不加说明。对于翻译题、简答题，本书同样提供基于课文的参考答案。

第二版修订中，教师手册的版式有所调整：新版教师手册包括学生用书的所有内容，答案排入练习，背景知识和语言难点用淡灰色底纹以示区分。这样更能体现teacher-friendly的原则。由于阅读课的课时不多，阅读教学的关键在于如何指导学生自学。在使用本参考书的时候，教师可以根据实际情况利用本书的材料，也可以完全按照自己的理解和教学方法进行教学。

最后，对于本书可能存在的不足之处，我们诚恳地希望使用本书的各位老师及时提出来，以便我们进一步完善。

编者

2010年6月

Unit One

1. The Pleasure of Learning 1
2. Coping with Santa Claus 8
3. On the Shoulders of a Hero 13

Unit Two

4. Not Poor, Just Broke 18
5. Blacks Return to Africa But US Is Home 25
6. Raymond Carver, Mentor 30

Unit Three

7. My Mother's Dream for Me 35
8. "I Know What's Right for My Son" 42
9. Be Scared for Your Kids 48

Unit Four

10. Anytime, Anywhere — But Beware 53
11. Cutting Loose 60
12. The Web Is the Most Conservative Force on Earth 64

Unit Five

13. My Own Experience 69
14. The Day I Was Fat 76
15. Flying Blind 80

Unit Six

16. To Be or Not To Be Single 86
17. Do Teenagers Need Full-Time Mums? Opinions Vary 93
18. This Is How She Does It 99

Unit Seven

19. Mother Tongue 104
20. Lost in Translation 111
21. Language: A Reflection of Life in the U.S. 116

Unit Eight

22. The Disintegrating Web — The Causes and Consequences of Extinction..... 121

23. “But a Watch in the Night”: A Scientific Fable 129

24. The Price We Pay..... 134

Appendix

Glossary 139

1. The Pleasure of Learning

Gilbert Highet

Introduction

Gilbert Highet thinks that learning is a natural pleasure, inborn and instinctive, one of the innate pleasures of the human race. However, this pleasure is not confined to learning from textbooks. It is found in all kinds of experience, practice, art, craft and exploration.

As most schools are set up today, learning is compulsory¹. It is an Ought, even worse, a Must, enforced by regular hours and rigid discipline. And the young sneer at the Oughts and resist the Musts with all their energy. The feeling often lasts through a lifetime. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement².

This is a mistake. Learning is a natural pleasure, inborn and instinctive³, one of the essential pleasures of the human race. Watch a small child, at an age too young to have had any mental habits implanted by training. Some delightful films made by the late Dr. Arnold Gesell of Yale University show little creatures who can barely talk investigating problems with all the zeal⁴ and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists. At the end of each successful investigation, there comes over each tiny face an expression of pure heart-felt pleasure.

But if the pleasure of learning is universal, why are there so many dull, incurious⁵ people in the world? It is because they were made dull, by bad teaching, by isolation, by surrender to routine⁶,

1. compulsory /kəm'pulsəri/ *a.* 强迫的; 必修的

2. enslavement /in'sleivmənt/ *n.* 奴役

3. instinctive /in'stɪŋktɪv/ *a.* 本能的, 天生的

4. zeal /zi:l/ *n.* 热情

5. incurious /m'kjʊəriəs/ *a.* 无好奇心的

6. routine /ru:'ti:n/ *n.* 常规; 例行的事

7. toxin /'tɒksɪn/ *n.* 毒素
8. ephemeral /i'femərəl/ *a.* 短暂的
9. trivial /'trɪvɪəl/ *a.* 琐碎的

10. Butler Library at Columbia 哥伦比亚大学巴特勒图书馆
11. sober /'səʊbə(r)/ *a.* 清醒的
12. metaphor /'metəfə(r)/ *n.* 比喻
13. lump /lʌmp/ *n.* 一大堆

14. stereo /'steriəʊ/ *n.* 立体声音响

15. alert /ə'laɪt/ *a.* 警觉的; 留神的

16. appreciate /ə'pri:ʃieɪt/ *vt.* 欣赏

17. square off *phr.v.* 把...弄整齐
18. backstrip *n.* 书脊布条

19. apprehend /.æpri'hend/ *vt.* 领悟, 理解

sometimes, too, by the pressure of hard work and poverty, or by the toxin⁷ of riches, with all their ephemeral⁸ and trivial⁹ delights. With 20
luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

This pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Sometimes, when I stand in a big library like the Library of Congress, the Butler Library at Columbia¹⁰, and gaze round me at the 25
millions of books, I feel a sober¹¹, earnest delight hard to convey except by a metaphor¹². These are not lumps¹³ of lifeless paper, but minds alive in the shelves. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves be- 30
yond the range of our hearing, and just as the touch of a button on our stereo¹⁴ will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and space, and hear it speaking, mind to mind, heart to heart.

But, far beyond books, learning means keeping the mind 35
open and active to receive all kinds of experience. One of the best-informed men I ever knew was a cowboy who rarely read a newspaper and never a book, but who had ridden many thousands of miles through one of the western states. He knew his state as thoroughly as a surgeon knows the human body. And so, among the pleasures 40
of learning, we should include travel, travel with an open mind, an alert¹⁵ eye and a wish to understand other peoples, other places, rather than looking in them for a mirror image of oneself.

Learning also means learning to practise, or at least to appreciate¹⁶, an art. Every new art you learn appears like a new window on 45
the universe; it is like acquiring a new sense. Crafts, too, are well worth exploring. A friend of mine took up book-binding because his doctor ordered him to do something that would give him relaxation and activity without tension. It was a difficult challenge at first, but he gradually learned to square off¹⁷ the paper and the boards, sew the 50
pages, fasten on the backstrip¹⁸, and maintain precision and neatness throughout.

As for reading books, this contains two different delights. One is the pleasure of apprehending¹⁹ the unexpected, such as when one meets a new author who has a new vision of the world. The other 55
pleasure is of deepening one's knowledge of a special field. One might enjoy reading about the Civil War, and then be drawn to a

particularly moving part of it — the underground railway²⁰, say, which carried escaping slaves northward to freedom. One would then be
60 impelled²¹ to visit the chief way stations along the route, reconstruct-
ing²² the lives of those resolute organizers and thankful fugitives²³.

Learning extends our lives into new dimensions²⁴. It is cumulative²⁵. Instead of diminishing in time, like health and strength, its returns go on increasing, provided ...

65 Provided that you aim, throughout your life, as you continue learning, to integrate your thought, to make it harmonious. If you happen to be an engineer and also enjoy singing in a glee club²⁶, connect these two activities. They unite in you; they are not in conflict, both choral singing and engineering are examples of the architecton-
70 ic²⁷ ability of man; of his power to make a large plan and to convey it clearly to others. Both are aesthetic and depend much on symme-
try²⁸. Think about them not as though they were dissociated²⁹, but as though each were one aspect of a single unity. You will do them better, and be happier.

75 Much unhappiness has been suffered by those people who have never recognized that it is as necessary to make themselves into whole and harmonious personalities as to keep themselves clean, healthy and financially solvent³⁰. Wholeness of the mind and spirit is not a quality conferred³¹ by nature or by God. It is like health, virtue
80 and knowledge. Man has the capacity to attain it; but to achieve it depends on his own efforts. It needs a long, deliberate³² effort of the mind and the emotions, and even the body.

During our earthly life, the body gradually dies; even the emotions become duller. But the mind in most of us continues to live,
85 and even grows more lively and active, enjoys itself more, works and plays with more expansion and delight.

Many people have played themselves to death, or eaten and drunk themselves to death. Nobody has ever thought himself to death. The chief danger confronting us is not age. It is laziness,
90 sloth³³, routine, stupidity — forcing their way in like wind through the shutters³⁴, seeping³⁵ into the cellar like swamp³⁶ water. Many who avoid learning, or abandon it, find that life is drained dry. They spend 30 years in a chair looking glumly³⁷ out at the sand and the ocean; on a porch swing waiting for somebody to drive down the road. But that
95 is not how to live.

20. the underground railway (美国内战前营救南方黑奴的)地下铁道

21. impel /ɪmˈpel/ vt. 驱使

22. reconstruct /ˌriːkənˈstrʌkt/ vt. 再现

23. fugitive /ˈfjuːdʒɪtɪv/ n. 逃亡者

24. dimension /dɪˈmenʃən/ n. 长度; 宽度; 深度; 尺寸

25. cumulative /ˈkjuːmjʊlətɪv/ a. 累积的

26. glee club n. 合唱队

27. architectonic /ˌɑːkɪtekˈtɒnɪk/ a. 巧妙安排的

28. symmetry /ˈsɪmɪtri/ n. 对称

29. dissociate /dɪˈsəʊʃɪet/ vt. 使分离

30. solvent /ˈsɒlvənt/ n. 有偿还能力的; 无债务的

31. confer /kənˈfɜː(r)/ vt. 授予

32. deliberate /dɪˈlɪbəɪt/ a. 自觉的

33. sloth /sləʊθ/ n. 懒散

34. shutter /ˈʃʌtə(r)/ n. 百叶窗

35. seep /siːp/ vt. 渗进

36. swamp /swɒmp/ n. 沼泽地

37. glumly /ˈglʌmli/ ad. 愁闷地

No learner has ever run short of³⁸ subjects to explore. The pleasures of learning are indeed pleasures. In fact, the word should be changed. The true name is happiness. You can live longest and best and most rewardingly by attaining and preserving the happiness of learning.

1100 words

From *The Art of Teaching*, Highet Gilbert.

Alfred A. Knopf: New York, 1950.

Comprehension Exercises

1 Decide on the best choice to answer or complete each of the following.

- How does the writer prove that learning is an inborn and distinctive pleasure of human beings?
 - By watching a small child investigating a problem.
 - By talking to a little creature who can barely talk.
 - By describing the delightful films made by Dr. Gesell.
 - By interviewing many people in the street.
- People can experience the pleasure of learning from books because _____.
 - A. books contain the ideas of great people in history
 - there are many books in the Library of Congress
 - they can hear voices from history
 - books are well kept in libraries
- What should also be included in the pleasure of learning?

A. Listening to music.	B. A wish to understand other peoples.
<u>C. Travel with an open mind.</u>	D. Knowing the human body.
- According to the author, learning is unlike health and strength in that _____.
 - one's knowledge diminishes as time passes
 - B. one's knowledge keeps increasing as one grows old
 - learning makes one grow faster
 - learning makes one happier
- What is the condition for learning to be cumulative?
 - One should deepen one's knowledge.
 - B. One should aim to make his thought harmonious.
 - One should learn to appreciate an art.
 - One should dissociate engineering from singing.

6. The author believes that wholeness of the mind and spirit can only be achieved through _____.

A. keeping clean and healthy

B. keeping financially solvent

C. believing in God

D. exerting one's own efforts

2 Decide whether the following statements are true or false.

- ___ F ___ 1. Many young people think that learning causes them to become slaves.
- ___ T ___ 2. Both pressure of hard work and indulgence in small and transitory delights may make people dull.
- ___ T ___ 3. Travel with an open mind to understand other peoples and places is also a kind of pleasure of learning.
- ___ T ___ 4. Learning to bind books is to appreciate an art by practicing.
- ___ F ___ 5. After reading about the Civil War, one should visit the chief way stations of the underground railway.
- ___ T ___ 6. Laziness and sloth will always distract people away from learning.

3 Put the following into Chinese.

1. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement.

对于太多的人来说，学习似乎是使自己的意愿屈服于外界的指引，是一种奴役。

2. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

然而，只要幸运，有决心，指导得法，人的精神不仅经得起贫穷而且经得起富裕的考验。

3. Much unhappiness has been suffered by those people who have never recognized that it is as necessary to make themselves into whole and harmonious personalities as to keep themselves clean, healthy and financially solvent.

对一个人来说，形成完整和协调的人格与保持自身的卫生、健康以及经济上的自立是同样必要的，那些从来没有认识到这一点的人已经吃尽苦头。

4 Questions for discussion.

1. How does the writer develop his ideas about the pleasure of learning and the various aspects of learning?

First of all, the writer points out that there is a mistake about learning. Some young people dislike learning simply because they are educated in the wrong way. Learning is a natural pleasure that should be enjoyed. Then he develops this idea by examples to illustrate the different aspects: learning from books, by travel and through practice. Learning can expand one's knowledge over a period of time.

2. What is the chief danger of learning and how does it affect you? Use your own experiences in college to prove it.

The chief danger of learning is laziness, sloth, routine, stupidity. It sneaks into people's mind like wind through the shutters, causing people to slowly give up learning. We should realize that learning is a life-long endeavor, and only by continuous learning can one gain a meaningful and rewarding life.

Reading Skills

Key ideas in sentences

Although a sentence may give a great deal of information, it usually offers one key idea. Readers must be able to find key ideas in order to understand sentence meanings clearly.

The key idea of a sentence usually tells:

- who a person or what an object is,
- what a person is doing or what is happening to the object.

Study the following example:

As he marched bravely through the snowdrifts, I put my hands around his head to hold on, inadvertently covering his eyes with my mittens. (Text 3)

This sentence describes how the father carried the son on his back and walked on the snow with his eyes covered. The key idea is *I covered his eyes*.

Here is how to find key ideas in sentences:

- Ask *who* or *what* the sentence is about.
- Ask what the person or object is doing or what is happening to that person or object.
- Learn to separate minor details from the main idea. Many words in a sentence describe the subject of the sentence and merely add details to it.

After a short discussion, (*when*) and mostly because we couldn't resist, (*why*) we opted for deceit. (Text 2)

The key idea of this sentence is simply *we agreed on cheating (the children)*.

Of course, it is not always easy to decide which details are simply descriptive and which contribute markedly to the key idea. The reader has to make his or her own decision about how various elements influence sentence meanings. In stating a key idea, one has to summarize the sentence and express the idea in one's own words.

Exercises

Write down the key idea of each of the following sentences.

1. Recent high school students have shown improvement in their SAT scores, after nearly

twenty years in which performance on these tests declined.

Students have improved SAT scores.

2. Local teenagers on the north side of the city developed a plan for patrolling the streets during the day and in the evening so that senior citizens could leave their homes in safety.

Teenagers planned patrols.

3. Although most Americans get the bulk of their news from television, few programs are as thorough as newspaper.

TV programs are less thorough than newspapers.

4. Thomas Wolfe's play *Welcome to Our City*, written fifty years ago and published a few years ago for the first time, deals with the modern American South and some of the strange, passionate, and greedy people who live there.

Welcome to Our City is about the South and its people.

5. Some delightful films made by the late Dr. Arnold Gesell of Yale University show little creatures who can barely talk investigating problems with all the zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists.

Some films show little children fascinated at the world.

6. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves beyond the range of our hearing, and just as the touch of a button on our stereo will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and space, and hear it speaking, mind to mind, heart to heart.

One can communicate with the writer as one reads a book.
