



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

Student's Book

阅读教程

(通用本)

学生用书

主编 吴潜龙

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 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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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庄智象社长、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6册，每册8个单元，每单元有3篇阅读文章，共有24篇阅读文章。每单元包括以下5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) 前四册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3到4种练习形式。练习旨在引导学生对课文进一步理解，并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，文化地理信息等词条用白斜体表示。

3. 关于修订

本教材自2002年出版以来，已历时7年，受到了师生们的普遍欢迎，但在使用中暴露出某些不足。为此，在编委会总主编李荫华教授的指导下，按照《大学英语》(全新版)系列教材修订方案的要求，我们对本书进行了认真修订，以满足教学和教改的需

要。本次修订遵循整个系列的修订原则，即保持原有的定位不变、编写原则不变和框架不变。在此基础上，主要的修订内容有：

鉴于原书有个别选文在同类大英教材中重复出现，有些文章主题重复、写法雷同，有些选文写作年代比较久远、出处不清或内容赶不上时代发展等原因，我们更换全书三分之一的选文。新的选文在内容和主题上尽量与原文保持一致，长度相当。对于保留下来的选文，只对练习中不合适的地方作改动。对于新增的选文，一律按原来的形式编写练习，总体练习量保持不变。

此外，我们修改了原书中存在的少量常识、拼写、出处说明、编排等错漏，确保每篇选文均选自原版教材、报刊或网站。上海外语教育出版社还专门请外籍专家审阅全书，纠正了书中的一些不当之处。

最后，我们对配合本书的教师手册进行了修订，针对更新的课文编写了新的参考材料。

总之，通过修订，我们希望本教材的编写更加准确、科学，更加贴近教学实际，更加贴近广大使用者。

编 者

2010年6月

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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'pʌlsəri/ *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'kjuəriəs/ *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 /ɪ'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 /'səʊə(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'leɪt/ *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 toxin of riches, with all their ephemeral and trivial delights. With 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 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 beyond 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 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 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 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 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 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 cumu-
 lative²⁵. 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, con-
 nect 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 bet-
 ter, 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 emo-
 tions 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 /im'pel/ vt. 驱使

22. reconstruct /ri:kon'strakt/ vt. 再
 现

23. fugitive /'fju:dʒitiv/ n. 逃亡者

24. dimension /di'menʃən/ n. 长
 度; 宽度; 深度; 尺寸

25. cumulative /'kju:mjulativ/ a. 累
 积的

26. glee club n. 合唱队

27. architectonic /,ɑ:kitek'tonik/ a.
 巧妙安排的

28. symmetry /'simɪtri/ n. 对称

29. dissociate /di'səʊʃieɪt/ vt. 使分
 离

30. solvent /'sɒlvənt/ n. 有偿还能
 力的; 无债务的

31. confer /kən'fə:(r)/ vt. 授予

32. deliberate /di'libərit/ a. 自觉的

33. sloth /sləʊθ/ n. 懒散

34. shutter /'ʃʌtə(r)/ n. 百叶窗

35. seep /si:p/ vi. 渗进

36. swamp /swɒmp/ n. 沼泽地

37. glumly /'glʌmli/ ad. 愁闷地

No learner has ever run short of 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.

100

1100 words

From *The Art of Teaching*, Hight 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 _____.
 - 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.
C. Travel with an open mind.	D. Knowing the human body.
- According to the author, learning is unlike health and strength in that _____.
 - one's knowledge diminishes as time passes
 - 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.
 - 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.

- _____ 1. Many young people think that learning causes them to become slaves.
- _____ 2. Both pressure of hard work and indulgence in small and transitory delights may make people dull.
- _____ 3. Travel with an open mind to understand other peoples and places is also a kind of pleasure of learning.
- _____ 4. Learning to bind books is to appreciate an art by practicing.
- _____ 5. After reading about the Civil War, one should visit the chief way stations of the underground railway.
- _____ 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.
2. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.
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.

4 Questions for discussion.

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

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

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