

常春藤  
英语系列


普通高中英语课程标准泛读教材

# 常春藤英语

GO WITH IVY ENGLISH

八级·四

总主编 聂成军  
主 编 胡湘华  
副主编 李琳琳 刘晓洁

 中国人民大学出版社



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# 木铎金声

## 序言一

教育界有一个普遍共识：学习能力的欠缺从本质上是阅读能力的滞后。阅读是学生进一步掌握知识、养成能力的阶梯，在阅读能力欠缺的情况下，新的知识就无从进入学习者的大脑，更无法生成更高层次的知识，也就无从提高能力。同时，阅读又是所有人类活动中最能贴近心灵、激发愉悦的一种。真正的阅读，应该是优雅的；而真正值得阅读的，除了经典，还是经典。

基于此，我们与中国人民大学出版社外语分社几经磋商，又经过与众多位志同道合的同仁的多次研讨，就有了“常春藤英语系列”这一套英语泛读教材的诞生。我们从浩瀚的英语文选中，挑出适合不同阶段中学生阅读的内容。这是一项庞大的工程，十几个月的时间里我们读遍了英国、美国、加拿大、澳大利亚的语文教材，那些文字大多是英语国家百年传承的经典。置身其中，我们犹如一个个鲜活的人物和场景对话，每每为他们的所思所想所感所为所处境而感动、而思考；每当痛下决心不得不舍弃某一篇经典文篇的时候，我们总会拷问自己竟然如此残忍！

结合国情、学情，我们将优中选优的“幸存者”，依据英语课程标准分配到了不同等级的册子里。为了帮助读者消化这些经典，我们又针对中考改革和高考改革的最新精神，根据多年的教学研究经验，以北京、重庆两大都市名校名师的视角，在这套书中设计了不同层次的学习任务。这些任务都具有很强的实效性、操作性和通用性，既便于教师在课堂上实施，又便于学生课下自我检测。这些任务包括：





任务一, “How well did you read?” 旨在辅助读者理解文章、自我评估和调控, 或者试图将读者对文章的理解提高到较高的层次。

任务二, “Read for words”。我们对照新课标词汇表, 针对重点词汇设计了配套练习——我们相信, 这种在语境中进行的练习, 会帮助读者更有效地扩大词汇量。

任务三, “Writing practice”。不是每一篇选文后面都设计了这一任务。这一任务采用了两种形式: 一种是 Summary writing, 希望借此加强读者对文章的记忆并加厚读者的写作功底; 另一种是开放的 Questions, 意在通过此种形式的写作推动读者的思维, 引导读者去思考深层次的问题。

所有与我一起甄选文章、设计任务的老师均来自北京市重点中学或者著名学校以及四川外国语大学附属外国语学校(重庆外国语学校), 他们都在三尺讲坛上耕耘多年, 对于师生的需求有最直接的发言权, 对于中学生的英语学习问题有最直观的了解和感受。他们白天保质上课, 晚上熬夜选文、精心构思设计。因为他们深知, 今日所做, 正是为了成就一批又一批的优秀读者。

我们的团队——这些名校教师们日夜辛苦那么久, 唯一的目的在于: 期望我们的学生——认识的, 不认识的, 均能从这套书中受益; 希望我们的中学英语学习资源里, 有更多更好的经典; 希望更多的人, 能够静下心来, 真正品一品英语的芳香。对于我个人而言, 还有一个小小的私心: 为我今年正在人大附中七年级读书的女儿聂子健编写一套对得起她的阅读教材, 作为爸爸送给她的礼物, 伴随她从初一到高三——我对她的最高期许, 就是希望她成为一个爱读书的人、一个身心健康的人。

《论语》说: “天下之无道也久矣, 天将以夫子为木铎。” 夫子的时代远去了, 但是我们依然需要木铎, 不时地在我们身边响起, 提醒我们, 应该通过阅读经典来与自己的心灵对话。

我们不敢妄自尊大, 将我们的这套书称为“木铎”, 但是, 至少, 如果您真的选择了它, 偶尔的木铎金声, 您是可以听到的。

木铎声声, 其音悠悠, 其韵绵长。绝恶于未萌, 起敬于微渺, 不经意间, 我们的未来, 也许就已经改变。

聂成军

甲午年(2014年)夏

于北京市海淀区教师进修学校

# 编辑心语

## 序言二

阅读是人生进步的阶梯，知识是文明进化的尺度。

《义务教育英语课程标准》和《普通高中英语课程标准》明确规定，中学生的阅读量为：三级，4 万词以上；四级，10 万词以上；五级，15 万词以上；六级，18 万词以上；七级，23 万词以上；八级，30 万词以上。

我们深感广大的中学生缺少严格按照上述标准编写、内容精到经典的英语泛读教材。经过与北京市海淀区教师进修学校中学英语教研员聂成军先生以及海淀区主要名校（中国人民大学附属中学、北京大学附属中学、清华大学附属中学、北京市十一学校、北京市 101 中学、首都师范大学附属中学、北京市八一中学、北京市第二十中学、北京市第十九中学、北京师范大学第三附属中学、中国地质大学附属中学、北京市知春里中学等）、北京师范大学良乡附属中学和四川外国语大学附属外国语学校（重庆外国语学校）部分一线骨干教师反复研讨，我们确定并精心编写了这套“常春藤英语系列”教材，共 16 册：

常春藤英语 三级·上	常春藤英语 三级·下
常春藤英语 四级·上	常春藤英语 四级·下
常春藤英语 五级·上	常春藤英语 五级·下



常春藤英语 六级·上	常春藤英语 六级·下
常春藤英语 七级·一	常春藤英语 七级·二
常春藤英语 七级·三	常春藤英语 七级·四
常春藤英语 八级·一	常春藤英语 八级·二
常春藤英语 八级·三	常春藤英语 八级·四

这套教材，立足于公认的教育理论，依赖于权威的编写团队，取材于以英美为主的国家经典的语文教材，设计有实用精到的练习，精选部分适合诵读的课文配置了地道的英语录音（可登录中国人民大学出版社外语分社网站 [www.crup.com.cn/wy](http://www.crup.com.cn/wy) 进行下载），顺应中、高考改革的趋势，是我国第一套严格按照《义务教育英语课程标准》和《普通高中英语课程标准》而精心打造的英语泛读教材。

感谢这套教材的总主编和所有编委会成员。

书如其名，我们相信这套教材值得拥有，相信其生命之树常青常绿。

中国人民大学出版社外语分社

2014年6月

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# 前言



## 品读经典原篇，感悟百态人生

*When you reread a classic you do not see more in the book than you did before;  
you see more in you than there was before.*

—Clifton Fadiman

读书仿佛体验人生，读者不仅可以根据作者指点获取知识，还可以化身笔下人物，进入虚拟世界，体验世间种种，品味个中滋味。获取知识如同点亮生活中的明灯，阅读越多，眼中世界越发通透；体验他人感受则可以帮助读者学会站在他人角度看待问题，待人接物时多一份宽容和体谅。好书如良友，更是值得读者借鉴的写作范本，选择一本好书会使人受益良多。市面上英语阅读书籍林林总总，但像本册图书一样语言内容适合高中生认知水平、体裁题材包容性广的原典原篇集却并不多见。

本册是按照《普通高中英语课程标准》8级要求编写的，适合高三年级阅读。

本书所选文本多在千字以上，拥有较高的单词复现率，易于帮助读者在语境下记单词及句式；体裁多样，以叙事类故事为主，名家地道的表达以及流畅的情节设置使读者易于在阅读过程中投射相应角色，快速融入其中；题材贴近高中生活，涵盖了高中课本所有话题，并且延伸涉及多种社会现象，有情窦初开时的

内心挣扎、成长过程中的苦乐酸楚、与良师亲人间的微妙互动、挑战权威时的无所畏惧、赛场上忘我的奋力拼搏、气候变化下的经济环境问题，还有逃荒时的隐忍与坚持、战场上亲兄弟间的焦灼对峙、针对宗教哲学等话题的深入解读以及历史人物跌宕起伏的心路历程等；文本均为经典原篇，选自英美中学生自学文学教程、时文杂志、最佳科学作品及英美知名小说家欧·亨利（O. Henry）、凯特·肖邦（Kate Chopin）、爱丽丝·门罗（Alice Munro）、华裔作家谭恩美（Amy Tan）等的作品，除替换个别生词外保留了文章的原貌，有助于读者浸润在地道的语言环境下深度理解相关文化背景。

除了提供优质文本外，本书还设计了词汇、阅读及写作三方面习题帮助读者理解文本。词汇方面，除对文本中高频生难词进行音标、词性及词义的注释外，篇章后还设计了根据上下文推测单词及词组含义的题目，以期帮助读者锻炼阅读技巧、消化高中必会词汇及积累好词好句。阅读理解方面，篇章后设置了难度逐级递增的思考题，引导读者深入思考相关细节或现象，有效解读文本。写作方面设置两类题目，一种是根据所提供的问题撰写文本摘要，强化所读内容；另一种是提炼文本主旨、结合自己的实际情况撰写文章，内化所读内容。

为方便教师教学和学生阅读，本书精选 15 篇适合诵读的经典文章提供录音，读者可登录中国人民大学出版社外语分社网站（[www.crup.com.cn/wy](http://www.crup.com.cn/wy)）进行下载。此外，为给学生提供更多的学习方便，本书还特别申请了答疑邮箱，读者可以通过以下邮箱与主编取得联系并提出疑问：[cctyyz@126.com](mailto:cctyyz@126.com)，[cctyy\\_8\\_4@126.com](mailto:cctyy_8_4@126.com)，[chengzsh@crup.com.cn](mailto:chengzsh@crup.com.cn)。

精挑细选的经典原篇、精雕细琢的配套练习，希望并相信我们的努力可以帮助你窥探到更美好的世界、寻觅到更美好的自己。

胡湘华

2014 年 6 月 6 日

于北京大学附属中学



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## Lesson

# 1

## Mother Tongue

Amy Tan

1 I am not a scholar of English or literature. I cannot give you much more than personal opinion on the English language and its variations<sup>①</sup> in this country or others.

2 I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language—the way it can bring to mind an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes I grew up with.

3 Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book. *The Joy Luck Club*, the talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a long speech using the kind of English I have never used with her. I was saying things like, “The intersection<sup>②</sup> of memory upon imagination” and “There is an aspect of my fiction that relates to thus-and-thus”—a speech filled with carefully made grammatical phrases, burdened, it suddenly seemed to me, with nominalized<sup>③</sup> forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

4 Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: “Not waste money that way.” My husband was with us as well, and he didn’t notice any switch in my English. And then I realized why. It’s because over the twenty years

we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that related to family talk, the language I grew up with.

5 So you'll have some idea of what this family talk I heard sounds like, I'll quote what my mother said during a recent conversation which I videotaped and then wrote them down. During a recent conversation, my mother was talking about a political gangster<sup>④</sup> in Shanghai who had the same last name as her family's, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother's family, and one day showed up at mother's wedding to pay his respects. Here's what she said in part:

6 "Du Yusong having business like fruit stand. Like off the street kind. He is Du like Du Zong—but not Tsung-ming Island people. The local people call Putong, the river east side, he belong to that side local people. That man want to ask Du Zong father take him in like become own family. Du Zong father wasn't look down on him, but didn't take seriously, until that man big like become a mafia. Now important person, very hard to inviting him. Chinese way, came only to show respect, don't stay for dinner. Respect for making big celebration, he shows up. Mean gives lots of respect. Chinese custom. Chinese social life that way. If too important won't have to stay too long. He come to my wedding. I didn't see, I heard it. I gone to boy's side, they have YMCA dinner. Chinese age I was nineteen."

7 You should know that my mother's expressive command of English belies how much she actually understands. She reads the *Forbes* report, listens to *Wall Street Week*, converses daily with her stockbroker, reads all of Shirley MacLaine's book with ease—all kinds of things I can't begin to understand. Yet some of my friends tell me they understand 50 percent of what my mother says. Some say they understand 80 to 90 percent. Some say they understand none of it, as if she were speaking pure Chinese. But to me, my mother's English is perfectly clear, perfectly natural. It's my mother tongue. Her language, as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world.

8 Lately, I've been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as "broken" or "fractured" English. But I feel painful when I say that. It has always bothered me that I can think of no way to describe it other than "broken", as if it were damaged and needed to be fixed, as if it lacked a certain wholeness and soundness. I've heard other terms used, "limited English", for



example. But they seem just as bad, as if everything is limited, including people's perceptions of the limited English speaker.

9 I know this for a fact, because when I was growing up, my mother's "limited" English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly, her thoughts were imperfect. And I had plenty of evidence based on experience to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

10 My mother has long realized the limitations of her English as well. When I was fifteen, she used to have me call people on the phone to pretend I was she. In this guise, I was forced to ask for information or even to complain and yell at people who had been rude to her. One time it was a call to her stockbroker in New York. She had cashed out her small portfolio<sup>⑤</sup> and it just so happened we were going to go to New York the next week, our very first trip outside California. I had to get on the phone and say in an adolescent voice that was not very convincing, "This is Mrs. Tan."

11 And my mother was standing in the back whispering loudly, "Why he don't send me check, already two weeks late. So mad he lie to me, losing me money."

12 And then I said in perfect English, "Yes, I'm getting rather concerned, you had agreed to send the check two weeks ago, but it hasn't arrived."

13 Then she began to talk more loudly. "What he want, I come to New York tell him front of his boss, you cheating me?" and I was trying to calm her down, make her be quiet, while telling the stockbroker, "I can't tolerate any more excuses. If I don't receive the check immediately, I am going to have to speak to your manager when I'm in New York next week." And sure enough, the following week there we were in front of this astonished stockbroker and I was sitting there fed-faced and quiet, and my mother the real Mrs. Tan, was shouting at his boss in her broken English.

14 We used a similar routine just five days ago, for a situation that was far less humorous. My mother had gone to the hospital for an appointment, to find out about a benign<sup>⑥</sup> brain tumor<sup>⑦</sup> a CAT scan had revealed a month ago. She said she had spoken very good English, her best English, no mistakes. Still, she said, the hospital did not apologize when they said they had lost the CAT scan and she had come for nothing. She said they did not seem to have any sympathy when she told them she was anxious to know the exact diagnosis<sup>⑧</sup>, since her husband and son had both died of brain tumors. She said they would not give her any more information until the next time and she would have to make another appointment for that. So she said she would not leave

