



“十二五”普通高等教育本科国家级规划教材

教育部推荐使用大学外语类教材

总主编 李荫华

第二版

# 全新版大学英语 New College English

## 阅读教程 (高级本)

### Reading Course

# 2

学生用书

Student's Book

主编 柯彦玢



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编者 董欣 柯彦玢 茆卫彤

马乃强 田剪秋 张敏

张砚秋 李莉春 刘瑾



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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)。

《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. 编写宗旨

本教程为学生提供较系统的、丰富多彩的课外阅读材料,旨在培养学生的阅读能力,扩大学生的知识面和词汇量。使学生在理解和欣赏两方面都得到提高。

### 2. 全书框架

全教程共分六册,每册配有相应的教师参考书一册。

每册分8个单元,共24课。每课包括以下几个部分:

- 1) 除个别词语改换、段落删节外,全部课文均采用原文。改动的原则是在最大限度地保持原作的文体与文字的同时,降低学生的阅读难度。修订版第一册的课文是全新的,其他各册也适量更换课文,既保持上一版的质量,又体现满足学生的需求、与时俱进的发展意识。
- 2) 课文前设有Introduction,课文配有脚注,提供简单易懂的Background Information。这部分内容使学生对课文的主要内容和背景知识有一个大概的印象,既解决阅读课文时遇到的部分困难,又能提高阅读兴趣。
- 3) 注解采用边注的形式,列出所有可能对阅读形成障碍的单词和词组,用中文或英文解释。采用边注是为了节省时间、方便阅读、降低难度。应鼓励学生边读边猜词的意思,猜不出再看边注。详细列出单词和词组的目的是使学生把更多的时间和精力转向语言的其它方面,加强对课文的整体意识。
- 4) 课文后设Reading Skills and Practice,内容包括根据上下文猜测词义的练习和根据课文特点设计的、能解决本课阅读难点的阅读技能练习。安排这部分内容是为了使学生对课文的篇章结构及语言特点等有一个比较清醒的认识,把词的学习与词所处的语境紧密联系起来。
- 5) 多项选择是引导学生加深对课文内容的理解。
- 6) 词汇练习和句子结构练习的形式灵活多样,旨在培养学生对语言基本要素的学习意识,提高阅读与写作能力。
- 7) 英译汉练习是通过翻译加强对课文的理解,提高学生的翻译水平。所选句子均为课文中的难点。
- 8) 思考问题是要锻炼学生的分析、归纳、欣赏和口头表达的能力。

阅读是以理解和欣赏为目的的,不宜对语言做深入的探讨,点到即可。

本教程加上教师参考书也适合学生自学,教师只需稍加指导、适当检查即可。

每册书最后附有总词汇表,供学生查找和记忆。表中无标记词为一般要求词汇,标(★)号的为较高要求词汇,标(▲)号的为更高要求词汇,标(♯)号的为大纲外词汇。

本教程由北京大学英语系大学英语教研室组织编写,得到了学校各级领导的大力支持。总主编李荫华教授从选篇到整个编写过程给予了悉心的指导,审阅了全书;语言专家Anthony J. Ward帮助改写课文并负责终审;上海外语教育出版社的谢宇老师为本书的编辑和出版做了大量的工作;刘红中老师对本书的总体规划提出了宝贵的建议;参与本书编写的我的同事们为本书付出了艰辛的劳动;刘星云老师承担了本书的打字及技术处理工作,在此一并表达深深的谢意。

主编 柯彦玢

2010年10月

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## 1. Becoming Educated

Barbara Jordan

### Introduction

In this autobiographical excerpt from *Barbara Jordan: A Self-Portrait* (1979), Jordan narrates her learning experience in Boston University that leads to a real insight into the true meaning of education.

So I was at Boston University in this new and strange and different world, and it occurred to me<sup>1</sup> that if I was going to succeed at this strange new adventure, I would have to read longer and more thoroughly than my colleagues at law school had to read. I felt that, in order to compensate<sup>2</sup> for what I had missed in earlier years, I would have to work harder, and study longer, than anybody else. I still had this feeling that I did not want my colleagues to know what a tough time I was having understanding the concepts, the words, the ideas, the process. I didn't want them to know that. So I did my reading not in the law library, but in a library at the graduate dorm, upstairs where it was very quiet, because apparently nobody else there studied. So I would go there at night after dinner. I would load my books under my arm and go to the library, and I would read until the wee<sup>3</sup> hours of the morning and then go to bed. I didn't get much sleep during those years. I was lucky if I got three or four hours a night, because I had to stay up<sup>4</sup>. I had to. The professors would assign cases for the next day, and these cases had to be read and understood or I would be behind, further behind than I was<sup>5</sup>.

1. It occurred /ə'kɜ:(r)d/ to me: it suddenly came into my mind

2. compensate /'kɒmpenset/ vi. 弥补

3. the wee /wi:/ hours: the early hours of the morning, just after midnight

4. stay up: not go to bed

5. further behind than I was: I was already behind, if I didn't work hard, I would be further behind

6. call on/upon: formally ask somebody to do something

7. recite /ri'saɪt/ *vi.* 回答问题, 背诵

8. on some rare /reə(r)/ occasions /ə'keɪʒənz/: sometimes but not often

9. top drawer: (informal) the best student

10. when it came to: (informal) with regard to

11. talk out: (informal) to discuss a problem in order to solve it

12. issue /'ɪʃu:/ *n.* 问题, 议题

13. get it all: (informal) learn everything well

14. make a lot more sense: make it easier to be understood

15. check on: try to find out

16. a matter of life and death: an extremely serious matter

17. I had to make law school: I must be good enough to graduate from law school.

18. alternative /ɔ:l'tɜ:nə'tɪv/ *n.* 可替代的选择

19. flunk /flʌŋk/ out: (informal) to be forced to leave a college because one's work is not good enough

20. unmitigated /ʌn'mɪtɪɡeɪtɪd/ *adj.* 十足的

21. disaster /dɪ'zɑ:stə(r)/ *n.* 灾难

22. I was not in class: outside class

23. think out: to consider carefully and rationally

24. get along: to make progress

25. spout /spaut/ off: (informal) to talk a lot about something in a boring way

26. oratory /'ɒrətri/ *n.* 演讲术

27. canned /kænd/ *adj.* (俚)千篇一律的, 陈腐的

I was always delighted when I would get called upon<sup>6</sup> to recite<sup>7</sup> in class. But the professors did not call on the “ladies” very much.<sup>20</sup> There were certain favored people who always got called on, and then on some rare occasions<sup>8</sup> a professor would come in and would announce: “We’re going to have Ladies Day today.” And he would call on the ladies. We were just tolerated. We weren’t considered really top drawer<sup>9</sup> when it came to<sup>10</sup> the study of the law.<sup>25</sup>

At some time in the spring, Bill Gibson, who was dating my new roommate, Norma Walker, organized a black study group, as we blacks had to form our own. This was because we were not invited into any of the other study groups. There were six or seven in our group — Bill, and Issie, and I think Maynard Jackson — and we would just gather and talk it out<sup>11</sup> and hear ourselves do that. One thing I learned was that you had to talk out the issues<sup>12</sup>, the facts, the cases, the decisions, the process. You couldn’t just read the cases and study alone in your library as I had been doing; and you couldn’t get it all<sup>13</sup> in the classroom. But once you had talked it out in the study group, it flowed more easily and made a lot more sense<sup>14</sup>.<sup>35</sup>

And from time to time I would go up to the fourth floor at 2 Rawley Street to check on<sup>15</sup> how Louise was doing. She was always reading *Redbook*<sup>①</sup>. Every time I was in there and wanted to discuss one of the cases with her, she was reading a short story in *Redbook*.<sup>40</sup> I don’t know how she could do that. She was not prepared in class when the professors would call on her to discuss cases, but that did not bother her. Whereas it was a matter of life and death with me<sup>16</sup>. I had to make law school<sup>17</sup>. I just didn’t have any alternatives<sup>18</sup>. I could not afford to flunk out<sup>19</sup>. That would have been an unmitigated<sup>20</sup> disaster<sup>21</sup>. So I read all the time I was not in class<sup>22</sup>.<sup>45</sup>

Finally I felt I was really learning things, really going to school. I felt that I was getting educated, whatever that was. I became familiar with the process of thinking. I learned to think things out<sup>23</sup> and reach conclusions and defend what I had said.<sup>50</sup>

In the past I had got along<sup>24</sup> by spouting off<sup>25</sup>. Whether you talked about debates or oratory<sup>26</sup>, you dealt with speechifying. Even in debate it was pretty much canned<sup>27</sup> because you had, in your little

① *Redbook*: a magazine which published short fiction by well-known authors, including many women writers, along with photographs of popular actresses and other women of note. According to its first editor Trumbull White, the name was appropriate because “Red is the color of cheerfulness, of brightness, of gaiety.”

three-by-five box<sup>28</sup>, a response for whatever issue might be raised by  
 55 the opposition. The format<sup>29</sup> was structured so that there was no op-  
 portunity for independent thinking. (I really had not had my ideas  
 challenged ever.) But I could no longer orate and let that pass for<sup>30</sup>  
 reasoning<sup>31</sup>. Because there was not any demand for an orator in Bos-  
 ton University Law School. You had to think and read and under-  
 60 stand and reason. I had learned at twenty-one that you couldn't just  
 say a thing is so because it might not be so, and somebody brighter,  
 smarter, and more thoughtful would come out<sup>32</sup> and tell you it  
 wasn't so. Then, if you still thought it was, you had to prove it. Well,  
 that was a new thing for me. I cannot, I really cannot describe what  
 65 that did to my insides and to my head. I thought: I'm being educated  
 finally.

28. three-by-five box: the box of 15 square inches that holds note cards

29. format /'fɔ:mæt/ n. 方式

30. pass for: to be mistakenly accepted as

31. reasoning /'ri:zəniŋ/ n. 推理, 论证

32. come out: appear

From *The Thoughtful Reader*, ed. Mary C. Fjeldstad, Thomson & Heinle, 2002.

823 words

## Reading Skills and Practice

### 1 Understanding First Person Narrator

In the essay, Barbara Jordan tells the reader her learning experiences at law school. The first-person narrator allows her to present her own memories of a significant life that lead to her understanding of education. With first-person narration, the author finds it easier to reveal her insides.

*Read the text again and try to understand the function of first person narrator by doing the following exercise.*

1) Who was Barbara Jordan?

- A. Barbara Jordan was a \_\_\_\_\_ (male/female) student.
- B. Barbara Jordan was \_\_\_\_\_ (white/black).
- C. Barbara Jordan was \_\_\_\_\_ (a teenager/in her twenties).
- D. Barbara Jordan was studying in a \_\_\_\_\_ (university/high school).

2) Write signified words that express the author's thoughts and feelings.

... It occurred to me, I felt that, I still had this feeling that, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2

### Context and Other Clues

*Guess the meanings of the following with the help of the context and other clues.*

- |                           |                          |
|---------------------------|--------------------------|
| load (L. 13) _____        | cases (L. 17) _____      |
| ladies (L. 23) _____      | date (L. 26) _____       |
| speechify (L. 52) _____   | structured (L. 55) _____ |
| independent (L. 56) _____ | orate (L. 57) _____      |
| reason (L. 60) _____      | insides (L. 65) _____    |

## Exercises

### 1

#### Reading Comprehension

*Read the text again and choose the best answer to each of the following questions or statements.*

- How did Barbara Jordan feel after she entered Boston University?
  - She was scared.
  - She was excited.
  - She felt depressed.
  - She felt challenged.
- Barbara Jordan studied very late at night because \_\_\_\_\_.
  - she needed to learn more to keep up with her colleagues
  - she needed to make up for what she had lost in earlier years
  - she was less intelligent than her colleagues
  - she knew nothing about law and oratory
- Which of the following best tells the study of law at Boston University?
  - The study groups included students of all races.
  - Female students were seldom asked to answer questions in class.
  - Black students were encouraged to present their own ideas in class.
  - Students were required to form their own study groups.
- According to the author, "becoming educated" means \_\_\_\_\_.
  - being good at making speeches
  - being good at reading and writing
  - being an active member in group discussions
  - being able to think and make sound reasoning
- It can be inferred from this essay that \_\_\_\_\_.
  - the author is humorous and easy-going
  - the author is fault-finding and critical

- C. the author is sincere and frank
- D. the author is worried and anxious

## 2 Vocabulary Study

Choose the correct word form to fit into each sentence. Use appropriate verb tenses, singular or plural forms for nouns, or passive voice where necessary.

### 1) to assign, assignment

- A. Students will \_\_\_\_\_ four books to read and must choose one additional book.
- B. He received a B minus for \_\_\_\_\_ because his teacher said it lacked creativity.

### 2) to announce, announcement

- A. On February 10, 2007, Barack Obama \_\_\_\_\_ that he was going to run for President of the United States.
- B. Many people were surprised by the government's \_\_\_\_\_ that public spending will be increased next year.

### 3) to tolerate, tolerant, tolerance

- A. People in this small town are not very \_\_\_\_\_ of contrary points of view.
- B. A reason for the widespread use of Norway maples (枫树) in cities across the U.S. is that they \_\_\_\_\_ pollution better than many trees.
- C. Brazil has become the most recent country to adopt a zero-\_\_\_\_\_ policy toward driving under the influence of alcohol.

### 4) alternative, alternatively

- A. As we produce more energy and develop \_\_\_\_\_, we have improved our energy efficiency by 27 percent since 1992.
- B. If *because* is used, *so* is not needed; or \_\_\_\_\_ omit *because*.

### 5) oratory, to orate, orator

- A. The skills of \_\_\_\_\_ and public speaking, once valued by the Roman and Greeks, have faded unfortunately.
- B. Unlike most \_\_\_\_\_ he is more successful as a writer than as a speaker.
- C. The king said: "I am ready to fight if it comes to fighting, to \_\_\_\_\_ if talking is necessary, and to do anything else which may be within the limits of my powers."

### 6) speech, speechify

- A. The scientist gave \_\_\_\_\_ on how to get the flood waters under control.
- B. We had to listen to him \_\_\_\_\_ about what a wonderful manager he would be.

### 7) response, responsible, responsibility

- A. The earthquake has evoked (引起) an emotional \_\_\_\_\_ among the public.
- B. The police still did not know who was \_\_\_\_\_ for the traffic accident.
- C. A terrorist group has claimed \_\_\_\_\_ for yesterday's bomb attack.

8) opposite, opposition, to oppose

- A. Despite \_\_\_\_\_ from the local people, the government has passed a rule allowing hunting the wild animals.
- B. Understanding stem cell (干细胞) research will allow you to decide if you support or \_\_\_\_\_ it.
- C. The entrance to room number three is \_\_\_\_\_ the entrance to room number two.

9) to reason, reason, reasoning

- A. He \_\_\_\_\_ that since his girlfriend had not answered his phone she must be angry with him.
- B. I couldn't find a good \_\_\_\_\_ to cancel the trip, so in the end my husband and I boarded a plane for Paris.
- C. Few persons care to study logic, because everybody considers himself to be good enough in the art of \_\_\_\_\_ already.

10) to think, thoughtful, thought

- A. Mary \_\_\_\_\_ that her daughter might benefit from having the opportunity to discuss her worries with someone outside the family.
- B. The magazine has a \_\_\_\_\_ article on the environmental protection.
- C. After a great deal of \_\_\_\_\_ he decided to go to America for further study.

### 3 Sentence Patterns to Imitate

In the text, the author for many times uses the auxiliary "would" to suggest the repeated and habitual behavior in the past.

Examples from the text:

- 1) I **would** load my books under my arm and go to the library, and I **would** read until the wee hours of the morning and then go to bed. (L. 13)
- 2) ... and then on some rare occasions a professor **would** come in and **would** announce: "We're going to have Ladies Day today." (Ll. 21-23)
- 3) And from time to time I **would** go up to the fourth floor at 2 Rawley Street to check on how Louise was doing. (Ll. 37-38)

Please complete the following sentences by translating the Chinese into English, using "would".

- 1) As he grew older, \_\_\_\_\_. (他常常讲他的战争经历)
- 2) When my friends still lived here, \_\_\_\_\_. (我们每个周末都聚会)
- 3) When he was in college, \_\_\_\_\_. (他总是熬到半夜)
- 4) We used to work on a farm and \_\_\_\_\_. (我们总是早上五点钟起床)
- 5) They used to swim every day when they were children. \_\_\_\_\_. (他们跑到湖边, 跃入水中)

## 4

**Put the Following into Chinese**

- 1) So I was at Boston University in this new and strange and different world, and it occurred to me that if I was going to succeed at this strange new adventure, I would have to read longer and more thoroughly than my colleagues at law school had to read. (LI. 1-5)
- 2) You couldn't just read the cases and study alone in your library as I had been doing; and you couldn't get it all in the classroom. But once you had talked it out in the study group, it flowed more easily and made a lot more sense. (LI. 33-36)
- 3) Even in debate it was pretty much canned because you had, in your little three-by-five box, a response for whatever issue might be raised by the opposition. The format was structured so that there was no opportunity for independent thinking. (LI. 52-56)
- 4) I had learned at twenty-one that you couldn't just say a thing is so because it might not be so; and somebody brighter, smarter, and more thoughtful would come out and tell you it wasn't so. Then, if you still thought it was, you had to prove it. (LI. 60-63)

**Questions for Consideration**

1. Why do you go to college? What does "being educated" mean for you?
2. Can you see any difference between being an orator and a thinker? Does talking with others help you think better? What is the use of reasoning in academic and daily life?
3. Apart from working hard, what other things can a student do to achieve success in college?

## 2. Classroom Notetaking

Clarissa White

### Introduction

Knowing how to take lecture notes is an important skill to students because notetaking helps students keep up with the latest ideas and provoke further thinking over issues involved in a particular subject. In this essay, you are given some tips on how to take notes.

1. keep up to date: keep informed of the most recent development

2. presentation /ˌprezən'teɪʃən/ *n.*  
陈述

3. edition /'iːdɪʃən/ *n.* 版本

4. showmanship /'ʃəʊmənʃɪp/ *n.*  
表演技巧

5. entertaining /ˌentə'teɪnɪŋ/ *adj.* 使人愉快的; 有趣的

6. vividly /'vɪvɪdli/ *adv.* 生动地, 清晰地

7. leap vividly to life: is presented like immediate experience

8. get it down: write it down

One reason you should take lecture notes is that lectures add to what you read in textbooks. Lectures combine the material and approaches of many texts, saving you the trouble of researching an entire field. They keep up to date<sup>1</sup> with their subjects and can include the latest studies or discoveries in their presentations<sup>2</sup>; they needn't wait for the next edition<sup>3</sup> of the book to come out. They can provide additional examples or simplify difficult concepts, making it easier for you to master tricky material. And the best lecturers combine knowledge with expert showmanship<sup>4</sup>. Both informative and entertaining<sup>5</sup> speakers, they can make any subject, from ancient civilizations to computers, leap vividly<sup>6</sup> to life<sup>7</sup>.

True, you say, but isn't it good enough just to listen to these wonderful people without writing down what they say? Actually, it isn't, which leads us to another reason for taking lecture notes. Studies have shown that after two weeks, you'll forget 80 percent of it. And you didn't come to the lecture room just to be entertained. You came to learn. The only way to keep the material in your head is to get it down<sup>8</sup> in permanent form — in the form of lecture notes.

### How to Take Lecture Notes

There are three steps to mastering the art of taking good lecture