

Second Edition

**NEW  
ENGLISH  
COURSE**

**SUPPLEMENTARY  
READING**

1

第二版

新英语教程

补充读物

第一册

编者：刘平梅 杨 芳  
时 博 邢 如  
审阅：李相崇

清华大学出版社



**N**EW 2nd ed  
**ENGLISH**  
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# 新英语教程

(第二版)

**Supplementary  
Reading  
Book One**

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### 内 容 提 要

本书系《新英语教程》(第二版)阅读第一册的补充读物,共选短文 30 篇,每篇长度 300—800 词不等。短文内容丰富,文风活泼,编排由浅入深,生词量严格控制不超过 3—4%。短文配有注释和练习,书末附练习答案,十分便于读者控制阅读速度和检测自己的阅读水平。

本书可供选用《新英语教程》的大专院校教学之用,亦可供相应水平的自学者和爱好者使用。

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## 第二版前言

《新英语教程》是一套全国通用的大学英语教材,由清华大学外语系主持编写,国家教育委员会大学外语教材编审委员会(现更名为“大学外语教学指导委员会”)审定,清华大学出版社出版。该书自1987年问世以来,经过几十所院校的反复使用,证明这套教材较好地体现了国家教委颁布的《大学英语教学大纲》的指导思想和教学要求,但也存在一些缺点和不足,在改革开放的形势下,迫切需要修订和完善。

《新英语教程》第二版在继承和发扬第一版优点和特色的基础上,力图反映国内外外语教学理论研究的成果。吸取我国80年代末90年代初以来的大学英语教学实践经验,使教程获得新的活力,同时注意解决如下问题:一、处理好语言能力与交际能力的关系,它们分别是基础和目标,相辅相成,不可偏废;二、根据我国学生的实际状况,加强写作基础的训练;三、加强实践环节,围绕各种能力的培养目标,设计出形式多样的练习,并尽可能提供各种课外学习资料,使大学英语课程“寓学于用,学用结合,以用促学”;四、注意学生独立学习能力的培养,为他们今后的提高和知识深化打下潜在的基础。

为了便于任课教师积累教学经验,并能腾出部分精力致力于教学方法的改进,以促进教学质量的提高,第二版课文的选编本着保持相对稳定的原则。

《新英语教程》全套教材的结构及对第一版内容的修订如下:

1. **阅读:**更新了第一版部分课文,保留原课文约70%;重编了大部分练习,使阅读理解从整体到局部,再由局部到整体逐步加深;设置多种形式的词汇练习,确保重点词汇的理解和运用;加强汉译英从句子到段落翻译能力的训练。另外,为1、2级增编两册**补充读物**,为3、4级增编两册**快读教材**(全部采用活页形式),旨在扩大学生的阅读量,培养他们独立阅读的兴趣,增强语感。

2. **写作:**写作是目前英语教学中的薄弱环节,几年来学生写作水平与阅读和听力相比,没有明显的提高,亟需一本针对非英语专业学生实际状况的写作教材。故此,第二版将原来分散在阅读教材中的写作部分独立成册,以练习为主组织教材,重点放在句子的表达、句间衔接及中英文语言表达的差异上。

3. **听说:**第一版《综合英语》原以培养学生的听说能力为目标,但缺点较多,第二版作了根本性的修改,并更名为《英语听说》。全书重在交际能力的培养,使听说教学融贯于近似真实语境的实际交流中。此教材在试用过程中受到欢迎。

4. **修订听力练习册,重编语法练习册,补编词汇练习册**,以适应当前的教学要求。

5. **编辑大学英语通用词汇例句库(1—4级)及阅读、听说配套教参**,以方便教师根据实际情况灵活组织教学。

6. 新编文史哲系列读物,供有余力的学生课外选用。

要特别指出的是,以上各册教材均以1993年12月版《大学英语教学大纲通用词汇表》(1—4级)为依据统计词汇,并提高了纲内词汇的覆盖率。

《新英语教程》自出版以来,有幸被众多院校采用,并得到广大师生的关心爱护。他们提出的宝贵意见和建议无不是对修订工作的启示和鞭策。为了更好地吸取兄弟院校的教学经验,使第二版更具广泛的适应性,清华大学外语系特邀华中理工大学、河北师范大学、北方交通大学等多所院校共同承担教程的修订工作。从这个意义上说,《新英语教程》第二版又是兄弟院校通力协作的结果。考虑到协调和指导整套教材修编、出版的需要,清华大学外语系特成立了编写委员会。编委会成员为:主任 杨庆午,副主任 侯一麟、刘平梅,委员 蒋毅君、萧家琛、方琰、何福胜。

承蒙清华大学教材委员会、清华大学出版社慷慨资助,清华大学外语系领导、教工积极支持与配合,以及各参编单位和其他兄弟院校热情鼓励和帮助,《新英语教程》第二版方得以尽快付梓并广泛发行。在此,谨向有关单位和人士表示衷心的感谢和诚挚的敬意。

《新英语教程》编写委员会

1994年1月于清华园

## 使用说明

本书为《新英语教程》阅读第一册的补充读物,旨在培养学生独立阅读的兴趣,扩大学生的阅读量,提高阅读能力,尤其侧重提高阅读的流利程度,增强语感。

一、选材 全书由 30 篇短文组成,每篇长度为 300—800 词,总阅读量约为 15,200 词。所选材料生动活泼,风趣幽默,内容新颖,可读性强。选文涉及异国文化、国外名牌大学、青年志向、材料科学、未来的就业、面试技巧、动物趣闻,以及语言、艺术、着装、货币等诸多方面。短文编排由浅入深,循序渐进,难度稍低于阅读第一册的精读课文。每篇短文后标有文章长度,便于读者控制和检测自己的阅读速度。

二、练习 每篇短文之后设计有 5 道阅读理解选择题,题型与大学英语四、六级统考的阅读理解题型一致。书末附有练习答案,读者可自行检测自己的阅读理解水平,便于自学提高。

三、词汇 本书严格控制生词量,各篇短文生词一般不超过 3—4%。书后所附总词汇表按字母顺序排列,并标有每个词出现的课次。词组部分单独列出,统排于总词汇表之后。此外,生词(或词组)在文中用斜体排印,以便查找。为训练和提高根据上下文及英语构词法猜测词义的能力,对可猜出词义的生词和词组一般不加注释。

全书生词量分三个阶段计算:阅读第一册中 Unit 1—Unit 4 出现过的单词,本书第 1—10 篇不再计为生词;Unit 1—Unit 7 出现过的单词,本书第 11—20 篇不再计为生词;Unit 1—Unit 10 出现过的单词,本书第 21—30 篇不再计为生词。

作为教程,对泛读要求不必过精,但教师可适当督促检查和答疑解惑。

本书编写过程中得到清华大学外语系计算机室的大力支持,特此表示感谢。

热诚欢迎对本书的缺点和错误批评指正。

刘平梅

1994 年 2 月

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**PASSAGE 1**

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**WHAT'S YOUR NAME?**

“Hey! You! Third boy from the top of the left side—you dropped your *glove*!” “Guess what! I’m invited to a birthday party that the girl with the *blonde* hair and brown eyes who wears a red winter coat is giving!”

5 Aren’t you glad that mothers and fathers give names to their children? It’s so much easier and quicker—and friendlier—<sup>①</sup> to say, “John, you dropped your glove!” or, “I’m invited to Betty’s birthday party.”

Names are the quickest and easiest—and friendli-  
10 est—way to say who’s who. Another nice thing is that they do not change as people do<sup>②</sup>. Yesterday Mary’s hair was long. Today her hair is short. But her name is still Mary. On his birthday Uncle George did not have a *beard*. At Christmas time he did<sup>③</sup>. But his name is still  
15 George. People are always changing, a little or a lot. But people’s first names stay the same.

Another good thing about a name is that it sometimes says something nice about someone. Girl’s names often come from words meaning “pretty”, “happy”,  
20 “loving”,...

Lily comes from the name of this flower. Her name means that she is pretty and sweet like the *lily*, Catherine comes from a word meaning “*truthful*”. It says that she is an honest lady and loved by all. Dorothy comes  
25 from a word meaning “gift”. You know how happy you are when a gift comes your way<sup>④</sup>!

Richard comes from a word meaning “brave”. Victor comes from a word meaning “*winner*”. Charles comes



from a word meaning “man of the common people”—a  
30 man who works on the land.

There are so many people named Richard or Lily. Without a last name to go with your first name®, how could people tell which Richard or which Lily you were?

A very long time ago that’s the way it was every-  
35 where. People had only one name. As there got to be more and more people in the world, it became harder to tell them apart. So people began making up last names for themselves—now called family names or surnames®.

Sometimes in choosing a last name a man would  
40 think about the kind of work he did. If he was a cook he might say, “I am Tom, the cook.” or just plain Tom Cook. If he was a cook for a king, he might become known as Tom Kingcook. A man who was a *carpenter*, a tailor, a *miller*, a *baker*, a farmer, or a *weaver* might  
45 choose to call himself by one of these names.

One of the most common names in the English language is Smith, which is short for *blacksmith*. There used to be a blacksmith in every village. Instead of iron, some smiths worked with gold or silver. That put such names  
50 in the phone book as Tom Goldsmith or Tom Silver-smith. Sometimes the names became *shortened* to Tom Gold or Tom Silver.

Sometimes a man took his last name from his father’s first name. Tom was the son of John. So he be-  
55 gan calling himself Tom Johnson. A man who was the son of Jack might call himself Jackson.

Often a man got his last name from the place where he lived. James lived on a hill. So people began to call him James Hill. Another James lived by a lake. He be-  
60 came James Lake.

A man was sometimes called by a *nickname*. A tall man might be called Long Tom or Tom Long, or Tom Longfellow. A short man might become Little John, and

his son was probably called Tom Littlejohn. William who  
65 was always thirsty might be called William Drinkwater.

Sometimes colors became last names. A man with  
red hair might be called Tom Red. But sometimes down  
through the years, the name was changed. So Tom Read  
or Reade is still probably a *descendant* of Tom Red. A  
70 man who lived near the village green might have called  
himself Tom Green.

If Tom had a strong arm, what name might he have?  
What if he had a big foot?

The last names of people all over the world had *simi-*  
75 *lar* beginnings. Can you guess how you might have got-  
ten your last name?

(699 words)

### NOTES

1. —**and friendlier**—: The dash(破折号)here indicates that an extra piece of information is given. In conversational style(语体)the dash is often used, since when people are talking they tend to add one thought after another.
2. ... **they do not change as people do**: they do not change as people change. The verb 'do' is used to replace (代替) 'change', so that the word is not repeated again.
3. **On his birthday Uncle George did not have a beard. At Christmas time he did**: The verb 'did' is used to replace 'had' to avoid repetition.
4. ... **when a gift comes your way**: when a gift comes to you
5. **first name**: the name that stands first in one's full name, for example, Smith's first name is John. His full name is John Smith and Smith is his last name.
6. **surname**: the name one shares with the other members of the family and it is often the last name. John Smith's surname is Smith and he is called Mr Smith (not Mr John).

### READING COMPREHENSION

1. The article indicates that B  
A. names usually do not change even if people change a lot  
B. without names, it is impossible to tell who is who  
C. people have stopped creating family names for themselves  
D. we should feel glad that our names always say something nice about us

2. When a girl is called Catherine, people possibly think that she is AD.  
A. honest and loving      B. loving and happy  
C. honest and happy      D. pretty and sweet
3. If a boy's parents hope that he is brave, they might give him the name C.  
A. Charles      B. David  
C. Richard      D. Victor
4. The sentence "A very long time ago that's the way it was everywhere" (Line 34) implies that for a long time D.  
A. many people were named Richard or Lily  
B. people could not think of family names  
C. people used only one name around the world  
D. people did not know how to tell people with the same name apart
5. Which of the following statements is TRUE? DC  
A. Tom Read is probably a descendent of a person who liked to read.  
B. We can guess the beginning of our names after reading this article.  
C. The beginnings of the last names of people of different countries are similar.  
D. Colors, flowers, living places, nicknames, occupations and a father's first name are all important origins of people's last names.

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## PASSAGE 2

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### BEAVER BATTLES

The war began in late May. The *beavers* started it. They built a *dam* in a *stream* about three miles outside of town. They built it near the mouth of the *culvert*, where a big *pipe* carries the stream under Pine Road.

- 5      The beavers dammed up the stream all right. The stream flooded its banks. And Pine Road was under water.

- 10      Something had to be done about the dam. It was up to the *mayor*. The mayor knew he had trouble on his hands. But he didn't know then that he had a war!

The mayor called the *highway* chief. "You're in

*charge of* our roads,” he said. “Send some men out to the culvert. And *tear down* that dam!”

15 The road men tore the dam apart. But that night the beavers built it up again. And the next morning the road men *tore it apart* again. In fact, the road men tore it apart for ten mornings in a row. And for ten straight nights the beavers rebuilt it.

20 On the 11th day, the highway chief called the mayor. “I *give up*,” he said. “I can *take care of* roads all right. But I can’t handle beavers.”

Well, the beavers had won a battle. But the war wasn’t over yet.

25 The mayor called the game warden.<sup>①</sup> “You know about animals,” he said. “Do something about those beavers.”

30 The game warden knew he couldn’t shoot the beavers. Hunting beavers with guns *was against the law*. But the law didn’t say anything about *gasoline*. And the game warden knew that beavers can’t stand the smell of gasoline.

35 That night the warden drove out to the culvert. He *soaked* a blanket in gasoline and *spread it out* on the dam. That would drive the beavers away! Or the warden thought it would, anyway.

The next morning he went to look at the dam. At first he didn’t see the blanket. Then he saw pieces of it. The beavers had used it to *patch up* holes in their dam!

40 The mayor called the police chief. “Those beavers are blocking up a stream,” he said. “And that’s against the state law. Why aren’t you out there defending the law? Do something!”

45 The police chief *called back* three mornings later. “We got rid of the dam last night,” he said. “We used *explosive*—and *blasted* it to pieces!”

The mayor and the police chief drove out to the cul-

vert. The highway was in a mess. It was jammed with mud and rocks thrown up by the explosive. Not only that—the dam was already rebuilt!

50 It took four policemen an hour and a half to clear the road. Still, the police chief had faith in explosive. He kept blasting away at the dam. But the beavers always managed to repair it. All the holes were plugged up by the time the policemen appeared to clean up the mess.

55 In time, the beavers got tired of all this repair work. They tore down their dam and moved it inside the culvert. There it couldn't be blown up without blowing up the road too.

It seemed that the beavers had won a victory.

60 The mayor called his chiefs together. They would have to try something new and different. And they came up with a great idea. "We'll tear down the dam by hand and take away every piece of it," they said. "Then the beavers won't have anything to rebuild their dam with.  
65 They will have to go in search of new branches. We'll place box traps along their routes. We'll catch them in the boxes".

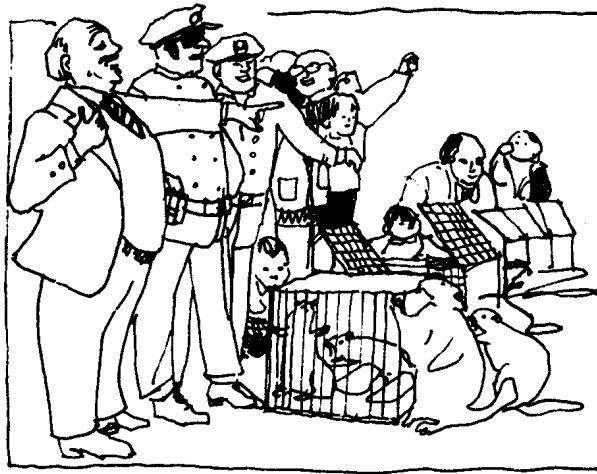
The mayor and his chiefs did just that. The plan worked!

70 On July 30, the mayor reported the news. All the beavers had been caught and set loose in a forest far from town. At last, the war was over. Everybody cheered.

The rejoicing went on— until the middle of October. That's when someone spotted some young beavers swimming in the stream. And just 100 feet from the culvert  
75 was the start of a new beaver dam!

Was a new war about to begin? Well, the mayor still had those box traps.

(691 words)



## NOTE

1. a game warden: (某地区的) 渔猎监督官

## READING COMPREHENSION

1. The stream overflowed its banks because B.
- A. the beavers started a war
  - B. a dam was built in the stream
  - C. the dam in the stream was torn down
  - D. no one could deal with those beavers
2. It can be inferred from the statement 'the beavers had won a battle' that D.
- A. no one could take good care of beavers
  - B. shooting the beavers was against the law
  - C. the highway chief could do everything about the dam
  - D. the first attempt to pull down the dam failed
3. The beavers' using the gasoline soaked blanket to mend holes in their dam is an indication of A.
- A. the beaver's cleverness
  - B. the usefulness of the blanket
  - C. the first failure to drive away the beavers
  - D. the beaver's dislike of the smell of gasoline

4. The phrase 'were plugged up' (Line 53) in the context means C.
- A. held up                      B. blown up  
C. filled up                    D. cleared up
5. The fact that young beavers were spotted swimming in the stream suggests all the following EXCEPT that C.
- A. young beavers had not been caught in the boxes  
B. the beavers were most likely to win the battle  
C. those box traps were no longer useful in catching the beavers  
D. the battle would continue between the beavers and the people of the town

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## PASSAGE 3

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### THE HISTORY OF FOOTBALL

Football is now an international game, but it was first played in England and its rules and general *character* were formed there. It has therefore become part of the English language. In addition, many of the English terms used in football have been *exported* to other languages. You must know some of the following, for example, in your language: back<sup>①</sup>, centre-forward<sup>②</sup>, corner kick<sup>③</sup>, football, free kick<sup>④</sup>, goal<sup>⑤</sup>, pass<sup>⑥</sup>.

Football must now be the world's most *popular* game. Nearly every nation in the world plays the game. In a good many countries it is a *truly* national game played by millions of young men and boys and watched by even larger numbers of different ages. However, a hundred years ago the game as we know it today was unheard of.

Modern football is a comparatively new game, but the game that developed into football has a history that goes back into the far-off past. Some people think that the Roman first played it two thousand years or so ago.

20 We cannot be sure that present-day football has been  
*handed down to us* from those very early years, but we  
know for certain that a kind of football was played in  
England in 1175 . Like the Roman game, the English  
game was also very *rough*. A whole group of people  
25 played it and there were almost no rules and players tried  
to take the ball in any way he liked. The game developed  
into serious fighting on so many occasions that it was  
stopped by two English kings: Edward II and Richard-  
III. Yet, *in spite of* it, boys went on playing.

30 At the beginning of the nineteenth century, two  
things helped to make the game more popular. Boys be-  
gan to take the ball out of the streets and into the fields,  
and the game *gradually* became more *orderly*. The old  
public schools also helped in this. They *took up* football  
35 as a school game and made their own rules. For a long  
time each school had its own rules. But at least the game  
was now played according to some rules.

Then, in 1863, the Football Association® was  
formed. Members of the Association agreed to play  
40 games against one another according to the same rules.  
Fast progress was then made in football development.  
The Association's rules were soon being accepted all over  
Britain.

Gradually, this purely British game has spread to  
45 other countries. British soldiers and sailors working  
*abroad* did much to introduce it to foreign countries.  
Then several European countries formed their own Feder-  
ation of International Football Associations®. It was  
formed with seven member countries. Today, more than  
50 fifty countries have joined the Federation. Football has  
indeed become the most international of all games.  
Played in the right spirit, it can help to strengthen the  
mutual understanding between different countries.

(471 words)



## NOTES

1. **back**: (足球等的)卫(可指球员或位置)
2. **centre-forward**: (足球等的)中锋
3. **corner kick**: (足球赛)角球
4. **free kick**: (足球赛)任意球
5. **goal**: 球门,得分进球
6. **pass**: 传球
7. **the Football Association**: [英]足球协会
8. **Federation of International Football Associations**: (缩写 FIFA)国际足球协会联合会

## READING COMPREHENSION

1. Many foreign languages \_\_\_\_\_.  
☒ A. borrowed some English terms used in football  
B. had a strong influence on football terms  
C. developed from some English terms used in football  
☒ D. exported some football terms to the English languages
2. We have learnt from the article that the Roman football and the early English football were \_\_\_\_\_.  
A. played by people of different ages  
B. once stopped by kings  
C. skilful games  
☒ D. violent games
3. The two English kings stopped football because it \_\_\_\_\_.  
A. had no rules at all  
B. weakened their rule  
C. caused a lot of trouble  
☒ D. was played on the streets
4. Fast progress was made in football development \_\_\_\_\_.  
A. at the beginning of the nineteenth century  
☒ B. after the Football Association was organized  
C. when it was played according to some rules  
D. when public school students played the game
5. Football can do much to help countries to get to know one another better when \_\_\_\_\_.  
☒ A. players are in high spirits