



高等专科学校  
试用教材

# 新英语教程·泛读

NEW COLLEGE ENGLISH  
EXTENSIVE READING  
STUDENT'S BOOK

(第二册)

上海市高等专科学校《新英语教程》编写组

上海科学技术出版社

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## 序

教材是任何一所学校中教师与学生接触时间最长的教授、学习和交流的媒体,它不但在校内教学过程中起到至关重要的作用,往往还伴随着学习者毕生的学习、工作和生活。

上海市高等专科学校是随着经济建设的发展而成长起来,并成为上海市高等教育体系中的重要组成部分,形成了一个具有专科教育特色的层次。近几年来,上海市高等专科学校积极参加了国家教委组织的专业教学改革试点,在办出专科特色,提高教育质量上进行了认真的探索和实践。如今,以他们的专业改革试点的成果,积极推进高等专科的教材建设,是一件很有意义的工作。特别是从建设系列教材的考虑,它是一项很有远见的决策。

教材的主要使用者是学生,因此编写教材应注意下列三个方面:第一,一本好教材应该根据学习对象和该类学科的发展,尽可能地把最新的内容合理地安排其中。第二,作为教材,其内容编排的顺序、深浅等方面,应该符合人的认知规律,以利于学习。第三,教材作为教学的媒体,它应该能起到教书育人的作用,促进学生素质的培养和训练。

这次第一批六门课程:数学、物理、化学、英语、计算机和金工系列教材的编写作了初步的尝试,它凝聚了编写人员的辛劳和心血。

目前,全国高校正在实施面向 21 世纪教学内容和课程体系改革的建设计划。高等专科系列教材的出版也是上海高等专科学校的一件大事,它不仅仅局限于目前的六门教材,还有待于更深入的改革和发展。我们期望上海高等专科的教学内容和课程体系改革取得更大的成绩,将以更新、更好的教材奉献于即将来临的 21 世纪,为我国的社会主义建设增添光辉。

张伟江

1995 年 12 月

413/09

## 前 言

《新英语教程》是一套供高等专科学校使用的英语教材。本教材的编写以国家教委颁发的《普通高等专科学校英语课程教学基本要求》为依据。在上海市教委的组织和领导下,由上海市各高等专科学校联合组成上海高等专科学校《新英语教程》编写组,进行编写工作。根据大纲规定:普通高等专科学校英语课程的教学目的是“培养学生掌握必需的实用英语语言知识和语言技能,具有阅读和翻译与本专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下一定的基础”。根据基本要求,高等专科学校英语课程分为基础阶段和专业阅读阶段。本教材供基础阶段英语教学使用。

英语教学近年来已进入一个崭新的阶段,为了适应时代发展的要求,抓住时代的信息,在编写《新英语教程》过程中,我们较多地采用了国外英语教学中的新型构思,努力培养学生实际应用语言知识和语言的技能,注重发展学生的英语交际能力,对我国英语教学中长期来采纳的传统方式作了必要的取舍。

泛读教程共分 12 单元,可供课内使用,也可供学生课外自学。

全套书总主编为蒋秉章,本册主编为兰桂蓓,参加编写人员有王洁。

全套书由华东工业大学卢思源教授担任主审。

本教材在编写过程中得到了加拿大籍专家 David LANG(原负责中国科技大学少年班英语教学,现任加拿大普林斯顿国际学院副院长)的大力支持,上海石油化工高等专科学校的夏卫红参加了全部课文的计算机排版工作,在此表示谢意。

本教材于出版前曾在上海八所高等院校中试用,得到了有关专家、教师和学生的好评,同时他们对教材也提出了许多中肯的建议,编者在教材付印前已作了相应的修改。为此,对同仁的帮助谨致恳切的谢意,并希望使用本教材的教师和学生提出宝贵的意见。

编 者

1996 年于上海

## CONTENTS

### Unit One

A. Best Teacher I Ever Had .....	1
B. What Makes a Teacher? .....	4
C. Rebecca (Episode One) .....	5

### Unit Two

A. Families in a Changing World .....	9
B. Names Are Important .....	12
C. Rebecca (Episode Two) .....	14

### Unit Three

A. Television Is Here to Stay! .....	17
B. Television Lights Up My Life .....	20
C. Rebecca (Episode Three) .....	22

### Unit Four

A. The Joys of Shopping .....	26
B. Retail Stores .....	29
C. Rebecca (Episode Four) .....	31

### Unit Five

A. Banks and Services .....	35
B. The Credit Card Economy: Money Transactions of the Future .....	38
C. Rebecca (Episode Five) .....	40

### Unit Six

A. Making a Cultural Change .....	44
B. Caught between Two Cultures .....	47
C. Rebecca (Episode Six) .....	49

### Unit Seven

A. How to Give a Good Speech .....	52
B. Are You Really Listening? .....	55
C. Rebecca (Episode Seven) .....	58

### Unit Eight

A. Winners of the Westinghouse Science Talent Search .....	61
B. Wow! He's a Movie Actor, Artist & College Student— He's Only 11 Years Old .....	64

C. Rebecca (Episode Eight) .....	65
Unit Nine	
A. Humans Can Be Frozen & Revived! .....	69
B. Modern Surgery .....	72
C. Rebecca (Episode Nine) .....	74
Unit Ten	
A. Don't Be an Exercise Dropout .....	78
B. Keeping the Weight Off .....	81
C. Rebecca (Episode Ten) .....	83
Unit Eleven	
A. An Inspiration to the World .....	87
B. Psyching Up Athletes .....	90
C. Rebecca (Episode Eleven) .....	92
Unit Twelve	
A. The Misery of Shyness .....	96
B. Ways to Win .....	100
C. Rebecca (Episode Twelve) .....	101
Glossary .....	106
Key to Exercises .....	115

# Unit One

## A

### Best Teacher I Ever Had

Mr. Whitson taught sixth-grade science. On the first day of class, he gave us a lecture about a creature called the cattywampus, an ill-adapted nocturnal animal that was wiped out during the Ice Age. He passed around a skull as he talked. We all took notes and later had a quiz.

When he returned my paper, I was shocked. There was a big red X 5  
through each of my answers. I had failed. There had to be some mistake! I had written down exactly what Mr. Whitson said. Then I realized that everyone in the class had failed. What had happened?

Very simple, Mr. Whitson explained. He had made up all that stuff 10  
about the cattywampus. There had never been any such animal. The information in our notes was, therefore, incorrect. Did we expect credit for incorrect answers?

Needless to say, we were outraged. What kind of test was this? And what kind of teacher?

We should have figured it out, Mr. Whitson said. After all, at the 15  
very moment he was passing around the cattywampus skull (in truth, a cat's), hadn't he been telling us that no trace of the animal remained? He had described its amazing night vision, the color of its fur and any number of other facts he couldn't have known. He had given the animal a ridiculous name, and we still hadn't been suspicious. The zeroes on our 20  
papers would be recorded in his grade book, he said. And they were.

Mr. Whitson said he hoped we would learn something from this experience. Teachers and textbooks are liable to error. He told us not to let our minds go to sleep, and to speak up if we ever thought he or the textbook was wrong. 25

Every class was an adventure with Mr. Whitson. I can still remember some science periods almost from beginning to end. One day he told us that his Volkswagon was a living organism. It took us two full days

to put together a refutation he would accept. He didn't let us off the hook  
30 until we had proved not only that we knew what an organism was but also  
that we had the fortitude to stand up for the truth.

We carried our brand-new skepticism into all our classes. This caused  
problems for the other teachers, who weren't used to being challenged.  
Our history teacher would be lecturing about something and then there  
35 would be clearings of the throat and someone would say "cattywampus."

If I'm ever asked to propose a solution to the crisis in our schools, it  
will be Mr. Whitson. I haven't made any great scientific discoveries, but  
Mr. Whitson's class gave me and my classmates something just as  
important: the courage to look people in the eye and tell them they are  
40 wrong. He also showed us that you can have fun doing it.

Not everyone sees the value in this. I once told an elementary-school  
teacher about Mr. Whitson. The teacher was appalled. "He shouldn't  
have tricked you like that, he said. I looked that teacher right in the eye  
and told him he was wrong.

### Reading Comprehension

I. Read each statement and decide whether it is **True** or **False**:

1. The cattywampus was active in the night. ( )
2. The animal died out because it could not adapt itself to environment. ( )
3. I did not expect to get a zero on my paper. ( )
4. The rest of the class did not get the questions right as well. ( )
5. We did not feel doubtful about the cattywampus. ( )
6. The cattywampus skull was, in truth, a cat's head. ( )
7. Mr. Whitson enjoyed playing jokes on the students. ( )
8. Teachers and textbooks never fail. ( )
9. The other teachers got used to doubts and difficult questions raised by students. ( )
10. Mr. Whitson's lecture greatly inspired his students to hold firmly to the truth. ( )

### Vocabulary

II. Circle the letter next to the best answer of the choices given, corresponding with the meaning of the word or phrase from the text:

1. *stuff* (line 9)

- a. material
- b. cloth

2. *outraged* (line 18)

- a. uncontrolled
- b. extremely angry



- c. food
- d. nonsense
- 3. *figure out* (line 15)
  - a. suspect
  - b. imagine
  - c. calculate
  - d. expect

- 5. *ridiculous* (line 20)
  - a. foolish
  - b. unreasonable
  - c. laughable
  - d. strange

- 7. *period* (line 27)
  - a. stage
  - b. division
  - c. class
  - d. mark

- 9. *fortitude* (line 31)
  - a. adaptability
  - b. purpose
  - c. determination
  - d. persistence

- c. wild
- d. stormy
- 4. *trace* (line 17)
  - a. small amount
  - b. ancient remains
  - c. leather ropes
  - d. vivid description

- 6. *adventure* (line 26)
  - a. exciting experience
  - b. dangerous journey
  - c. strange happening
  - d. unusual event

- 8. *refutation* (line 29)
  - a. opinion
  - b. challenge
  - c. opposition
  - d. counter-argument

- 10. *appalled* (line 42)
  - a. shocked
  - b. frightened
  - c. terrified
  - d. amused

III. Write any appropriate prepositions or verb-completers in the blank spaces:

1. \_\_\_\_\_ the first day \_\_\_\_\_ class, he gave us a lecture \_\_\_\_\_ a creature called the cattywampus.
2. Did we expect credit \_\_\_\_\_ incorrect answers?
3. The zeroes \_\_\_\_\_ our papers would be recorded \_\_\_\_\_ his grade book, he said.
4. If I'm ever asked \_\_\_\_\_ propose a solution \_\_\_\_\_ the crisis \_\_\_\_\_ our schools, it will be Mr. Whitson.
5. Mr. Whitson's class gave me and my classmates something just as important; the courage \_\_\_\_\_ look people \_\_\_\_\_ the eye and tell them they are wrong.

## B

### What Makes a Teacher?

It is customary for adults to forget how hard and dull and long school is. The learning by memory of all the basic things one must know is a most incredible and unending effort. Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that, watch an illiterate adult try to do it. School is not easy and it is not for the most part very much fun, but then, if you are very lucky, you may find a real teacher. Three real teachers in a lifetime is the very best of my luck. My first was a science and math teacher in high school, my second, a professor of creative writing at Stanford, and my third was my friend and partner, Ed Ricketts.

I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. It might even be the greatest of the arts since the medium is the human mind and spirit.

My three had these things in common: They all loved what they were doing. They did not tell, they aroused a burning desire to know. Under their influence, the horizons sprung wide and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and very precious.

I shall speak only of my first teacher because in addition to the other things, she brought discovery.

She aroused us to shouting, bookwaving discussions. She had the noisiest class in school and she didn't even seem to know it. We could never stick to the subject. Our speculation ranged the world. She breathed curiosity into us so that we brought in facts or truths shielded in our hands like captured fireflies.

She was fired and perhaps rightly so, for failing to teach fundamentals. Such things must be learned. But she left a passion in us for the pure knowable world and she inflamed me with a curiosity which has never left. I could not do simple arithmetic but through her I sensed that abstract mathematics was very much like music. When she was relieved, a sadness came over us but the light did not go out. She left her signature on us, the literature of the teacher who writes on minds. I have had many teachers who told me soon-forgotten backs but only three who created in me a new thing, a new attitude and a new hunger. I suppose that to a large extent I am the unsigned manuscript of

the high school teacher. What deathless power lies in the hands of such a person.

I can tell my son who looks forward with horror to fifteen years of drudgery that somewhere in the dusty dark a magic may happen that will light up the years...if he is very lucky.

(480 words)

Reading Times:

1st reading \_\_\_\_ minutes

2nd reading \_\_\_\_ minutes

### I. Reading Comprehension

1. Why does the writer say that teaching might be the greatest of the arts?
2. What did his three real teachers have in common?
3. Why did the writer feel sad when the teacher was fired?

### II. Let's Talk!

1. How much do you like Mr. Whitson?

Do you think that Mr. Whitson is a good teacher?

2. Have you ever met a teacher whom you consider to be the greatest?

Say something about him(her) to your classmates.

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.

—Horace Mann

## C

### Rebecca

#### Episode One

We came to Manderley in early May, arriving, so Maxim said, with the birds and the flowers before the start of summer. I can see myself now, badly dressed as usual, although I had been married for seven weeks. I wondered if he guessed that I feared my arrival at Manderley now as much as I had looked forward to it before. Gone was my glad excitement, my happy pride. I was like a child brought to her first school. Any confidence I had gained during my seven weeks of marriage had gone now.

"You mustn't mind if there's a certain amount of curiosity," he said, "everyone will want to know what you are like. They have probably talked of nothing else for weeks. You've only got to be yourself and they will all love you. And you won't have to worry about the house; Mrs. Danvers does

everything. Just leave it all to her. She'll be stiff with you at first, I dare say. She's an extraordinary character, but you musn't let her worry you."

We drove through two high iron gates and up the long private road. We stopped at the wide stone steps before the open door, and two servants came down to meet us.

"Well, here we are, Frith," said Maxim to the elder one, taking off his gloves. We went together up the steps, Frith and the other servant following with the rug and my coat.

"This is Mrs. Danvers," said Maxim.

Someone came forward from the sea of faces, someone tall and thin, dressed in black, with great dark eyes in a white face. When she took my hand, hers was cold and heavy, and lay in mine like a lifeless thing. Her eyes never left mine. I tried to say something, dropping my gloves in my confusion. She bent to pick them up, and as she handed them to me I saw a little smile of scorn on her lips.

After tea Frith came in. "Mrs. Danvers wondered, madam, whether you would like to see your room."

Maxim looked up. "How did they get on with the east wing?" he said.

"Very well indeed, sir. Mrs. Danvers was rather afraid it would not be finished by your return. But the men left last Monday. I think you will be very comfortable there, sir; it's a lot lighter of course on that side of the house."

"I'll just finish reading these letters and then I'll come up and join you. Run along and make friends with Mrs. Danvers. It's a good opportunity." Maxim said to me.

A black figure stood waiting for me at the top of the stairs, the dark eyes watching me from the white face. We went along broad passages, then came to a door which she opened, standing back to let me pass. There was a large double bedroom with wide windows, and a bathroom beyond. I went at once to the windows. The flower garden lay below, and, beyond it, smooth grass rising to the woods.

"You can't see the sea from here, then?" I said, turning to Mrs. Danvers.

"No, not from this wing," she answered, "you can't even hear it. You would not know the sea was anywhere near, from this wing."

She spoke in a peculiar way, as though something lay behind her words—as though there was something wrong with this wing.

"I'm sorry about that; I like the sea."

She did not answer; she just went on looking at me, her hands folded before her.

"However, it's a very charming room, and I'm sure we shall be very

comfortable. I understand that it has been changed for our return."

"Yes".

"Then this was not his bedroom originally?"

"No, madam; he's never used the rooms in this wing before."

"Oh. He didn't tell me that."

There was silence between us. I wished she would go away. I wondered why she must go on standing there, watching me, hands folded on her black dress.

"I suppose you have been at Manderley for many years," I said, making another effort, "longer than anyone else?"

"Not so long as Frith," she said, and I thought how lifeless her voice was, and cold, like her hand when it had lain in mine; "Frith was here when the old gentleman was living when Mr. de Winter was a boy."

"I see, so you did not come till after that."

"No. Not till after that. I came here when the first Mrs. de Winter was a bride," she said, and her voice, which had been dull and flat, was suddenly filled with unexpected life, and there was a spot of colour in the bony face. The change was so sudden that I was disturbed. I did not know what to do or to say. I could see that she scorned me, seeing that I was no great lady, but was humble and awkward. Yet there was something beside scorn in those eyes of hers, something surely of dislike, or even hatred?

I had to say something; I could not let her see how much I feared and mistrusted her.

"Mrs. Danvers," I heard myself saying, "I hope we shall be friends and come to understand one another. You must have patience with me, you know, because this sort of life is new to me; I've lived rather differently. But I do want to make a success of it, and above all to make Mr. de Winter happy. I know I can leave arrangements in the house to you, and you must just run things as they have always been run. I shan't want to make any changes."

I stopped, rather breathless, and when I looked up again I saw that she had moved, and was standing with her hand on the handle of the door.

"Very good," she said;

"If you find anything not to your liking, you will tell me at once?"

"Yes," I said, "yes, of course, Mrs. Danvers," but I knew this was not what she had meant to say, and silence fell between us once again.

"Mr. de Winter said you would prefer to be on this side. The rooms in the west wing are very old. The big bedroom is twice as large as this; a very beautiful room, too, with a painted ceiling. The chairs are very valuable, and so is the ornamental fireplace. It's the most beautiful room in the house. And the

windows look down across the garden to the sea. They used to live in the west wing and use those rooms when Mrs. de Winter was alive. That big room I was telling you about, that looked down to the sea, was Mrs. de Winter's bedroom."

Then I saw a shadow pass over her face and she drew back against the wall as Maxim came into the room.

## Unit Two

### A

#### Families in a Changing World

Families are changing around the world today. In the past, people usually stayed in one place all of their life. They were born, grew up, lived their adult life, and eventually died in the same place. They were surrounded by their family: grandparents, parents, aunts, uncles, cousins, and, later, nieces, nephews, children, grandchildren and, sometimes, great-grandchildren. These large families composed of many people and several generations are called extended families. In the past, most families in most cultures around the world lived with their extended family. 5

But today more and more people live in a nuclear family rather than in an extended family. What is a nuclear family? First of all, it is almost always much smaller than an extended family. It usually consists of the parents, or often just one parent, and the children. In some cases, a couple does not have children, so the nuclear family consists of just the couple. 10 15

Nuclear families have developed for many reasons. When people immigrate to new country, they usually do not come with all members of their family. They may come with just a few members or perhaps even alone. So immigration is one reason for the development of the nuclear family. 20

In addition to immigration, people in today's world tend to move around in the same country much more than people did in the past. All around the world, we can see a pattern of people leaving farms and villages to look for better opportunities, usually in cities. Again, when they move, they usually leave their extended family behind. When they begin their new family life in the new location, they will almost always end up living in a much smaller family unit. 25

If you have a small family, it may be possible to enjoy a higher

standard of living. A couple without children can often afford luxuries  
30 that other families cannot afford—e.g., more expensive clothing, more  
holidays, nicer homes and cars. A family with just one or two children  
can give their children economic and educational opportunities that larg-  
er families cannot afford.

Suppose, on the other hand, that you have five or six children. You  
35 probably will not be able to afford to give them many luxuries, if any.  
Your entire family income will probably be needed to pay for basic  
necessities: food, clothing, and a place to live. Some of the older children  
may have to drop out of school at a young age in order to help support the  
family and care for the younger children.

40 There are clear economic advantages to having a small family.  
However, there can be serious disadvantages also if it is a small, nuclear  
family. The parents have a big responsibility to raise the children by  
themselves if they have no help from other family members. Today, it is  
common for both parents to work full time in order to just pay for the ba-  
45 sic economic necessities of the family. When the parents come home,  
they are often exhausted from a hard day at work. Nevertheless, they  
have to take care of the children, cook, clean, do the laundry, shop, etc.

When there is only one parent, of course the responsibilities are  
much heavier for him or her. They have to figure all out by themselves.  
50 They just hope that every- thing goes right everyday. More and more,  
people in nuclear families have been trying to creat their own extended  
families to satisfy their family needs. They often try to develop a net-  
work of friends and neighbors to be part of their self-created extended  
family. For example, they may celebrate holidays together and, if there  
55 are children, they may share responsibilities of child-raising. Your child  
might go to a neighbor's house or apartment after school on certain days,  
and then you would do something in exchange to help your neighbor out.  
Many of these arrangements are extremely successful and helpful for ev-  
eryone involved.

### Reading Comprehension

I. Read each statement and decide whether it is True or False:

1. There are advantages and disadvantages to living in both extended and nuclear families. ( )
2. An extended family is usually made up of several generations. ( )
3. Extended families can offer more material benefits to each child. ( )



4. Nuclear families have to raise their children without the help of an extended family. ( )
5. Extended families can offer support to members in raising children. ( )
6. Children have many adults to help them, love them, and care about them in an extended family. ( )
7. In the past, most people lived in smaller, nuclear families. ( )
8. People leave their extended families to go to settle in other places, usually for economic opportunities. ( )
9. Immigration is the only reason for the development of the nuclear family. ( )
10. People sometimes try to make their own extended families to satisfy their family needs. ( )

### Vocabulary

II. Circle the letter next to the best answer of the choices given, corresponding with the meaning of the word or phrase from the text:

- |   |                                    |
|---|------------------------------------|
| 1. <i>cousin</i> (line 5)               | 2. <i>be composed of</i> (line 6)  |
| a. the child of one's brother or sister | a. consist of                      |
| b. the child of one's uncle or aunt     | b. make up of                      |
| c. mother or father's brother or sister | c. combine with                    |
| d. parents of one's father or mother    | d. form into                       |
| 3. <i>generation</i> (line 7)           | 4. <i>in addition to</i> (line 21) |
| a. 10 years                             | a. instead of                      |
| b. 20 years                             | b. as well as                      |
| c. 30 years                             | c. except for                      |
| d. 100 years                            | d. besides                         |
| 5. <i>e.g.</i> (line 30)                | 6. <i>drop out of</i> (line 38)    |
| a. that is                              | a. attend                          |
| b. so on                                | b. leave                           |
| c. care of                              | c. suspend                         |
| d. for example                          | d. depart                          |
| 7. <i>common</i> (line 44)              | 8. <i>exhausted</i> (line 46)      |
| a. average                              | a. tired out                       |
| b. customary                            | b. worn off                        |
| c. social                               | c. played down                     |
| d. extraordinary                        | d. uninterested in                 |