



普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Reading Course 2
Student's Book



全新版

New

大学 英语

阅读教程

(通用本)

学生用书

2



外教社

上海外语教育出版社

HANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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《大学英语》系列教材(全新版)

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,成为我国高校英语教学的首选教材,并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间,教材曾数度修订,分别在1992年、1997年出版了正式本和修订本,以适应教学需要。然而,随着我国改革开放步伐的加快,社会各方面对大学生的外语学习,尤其是他们的外语实用能力,提出了更高的要求,要求他们不仅应具有较好的阅读水平,而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此,《大学英语教学大纲》进行了修改并于1999年公布了修订本,从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面,作为教学思想的一种载体,理应有新的作为。

正是在这种新的形势鼓舞下,上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下,开展了广泛而深入的调研、论证工作,并在此基础上经过精心设计,认真编写出《综合教程》和《听说教程》的样课,于2000年秋季在复旦大学等院校部分班级试用,同时征询了二十多个省市数百所院校的意见。历经近三年时间的准备后,我们决定从今秋起陆续推出全新版,更好地服务于我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)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资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1)《全新版》根据《大学英语教学大纲》(修订本)编写,供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸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,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》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。这样可以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。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,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(interaction),如 pair work、group discussion、debate 等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有-定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的 Test Yourself 设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(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)

阅读教程(高级本)(1—6册)

(每册由8个单元组成)

快速阅读(活页)

(每册由8个单元组成)

听说教程(1—6册)

(每册由16个单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有**语法手册**一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师用书**;综合、听说教程配有相应的录音磁带和光盘。
快速阅读各册也配有多媒体光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。

使用时,各校可根据具体情况灵活掌握。

编 者

2002年5月

关于《阅读教程》(通用本)的编写和使用

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

本教程共分六册,每册分8个单元,每单元有3篇阅读文章,共有24篇阅读文章。每单元包含以下五个部分:

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) 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。每篇课文后使用了三种或四种练习形式。练习的目的旨在引导学生对课文进一步理解和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,文化地理等词条用白斜体表示。

本教程配有教师用书。

本书由中山大学外语学院编写,吴潜龙教授任主编,参加编写工作的有曾春莲、陈莉和何玉梅老师。本书总主编李荫华教授十分关心本书的编写工作,提出了许多宝贵建议。本书全稿完成以后由在中山大学外语学院工作的英国教师 William Byrne 审阅,在此一并表示感谢。

编 者

2002 年 5 月

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UNIT ONE

1. The Pleasure of Learning

Gilbert Highet

Introduction

Gilbert Highet thinks that learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. However, this pleasure is not confined to learning from textbooks. It is found in all kinds of experience, in art, craft and exploration.

Text

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
5 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 instinctive, one of the essential pleasures of the human

1. compulsory /kəm'pulsəri/
a. 强迫的, 必修的

2. enslavement /in'slerv-
mənt/ n. 奴役

10 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 zeal and excitement of explorers, making discoveries
15 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, incurious³ people in the world? It is because they
20 were made dull, by bad teaching, by isolation, by surrender to routine, sometimes, too, by the pressure of hard work and poverty, or by the toxin⁴ of riches, with all their ephemeral⁵ and trivial⁶ delights. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

25 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 Columbia⁷, and gaze round me at the millions of books, I feel a sober⁸, earnest
30 delight hard to convey except by a metaphor⁹. These are not lumps¹⁰ 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 stereo¹¹ will fill
35 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
40 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

3. incurious /ɪn'kjʊəriəs/ a.
无好奇心的

4. toxin /'tɒksɪn/ n. 毒素
5. ephemeral /ɪ'femərəl/ a.
短暂的

6. trivial /'trɪvɪəl/ a. 琐碎的

7. Butler Library at Columbia
哥伦比亚大学巴特勒图书馆

8. sober /'səʊbə/ a. not
drunk 清醒的

9. metaphor /'metəfə/ n.
比喻

10. lump /lʌmp/ n. 一大堆

11. stereo /'steriəʊ/ n. 立体
声音响

his state as thoroughly as a surgeon knows the human body. And so, among the pleasures of learning, we should include
 45 travel, travel with an open mind, an alert 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 appreciate¹², an art. Every new art you learn appears like a new
 50 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
 55 square off¹³ the paper and the boards, sew the pages, fasten on the backstrip¹⁴, and maintain precision and neatness throughout.

As for reading books, this contains two different delights. One is the pleasure of apprehending¹⁵ the unexpected, such as when one meets a new author who has a new vision of the
 60 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 railway¹⁶, say, which carried escaping slaves northward to freedom. One would then be impelled¹⁷ to visit the
 65 chief way stations along the route, reconstructing the lives of those resolute organizers and thankful fugitives¹⁸.

Learning extends our lives into new dimensions¹⁹. It is cumulative²⁰. Instead of diminishing in time, like health and strength, its returns go on increasing, provided ...

70 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 club²¹, connect these two activities. They unite in you; they are not in conflict, both choral singing and

12. appreciate /ə'pri:ʃieɪt/ vt.
欣赏

13. square off 弄成直角

14. backstrip n. 书脊布条

15. apprehend /ˌæprɪ'hend/ vt.
领悟, 理解

16. the underground railway
(美国内战前营救南方黑奴的) 地下铁道组织

17. impel /ɪm'pel/ vt. 驱使

18. fugitive /'fju:dʒɪtɪv/ n.
逃亡者

19. dimension /dɪ'menʃən/ n.
范围, 方面

20. cumulative /'kju:mjʊlətɪv/
a. 累积的

21. glee club 合唱队

75 engineering are examples of the architectonic²² 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 symmetry²³. Think about them not as though they were dissociated²⁴, but as though each were one aspect of a single unity. You will do
80 them better, and be happier.

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 solvent²⁵. Wholeness of the mind
85 and spirit is not a quality conferred²⁶ by nature or by God. It is like health, virtue and knowledge. Man has the capacity to attain it; but to achieve it depends on his own efforts. It needs a long, deliberate²⁷ effort of the mind and the emotions, and even the body.

90 During our earthly life, the body gradually dies; even the emotions become duller. But the mind in most of us continues to live, 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
95 and drunk themselves to death. Nobody has ever thought himself to death. The chief danger confronting us is not age. It is laziness, sloth²⁸, routine, stupidity—forcing their way in like wind through the shutters²⁹, seeping³⁰ into the cellar like swamp³¹ water. Many who avoid learning, or abandon it, find
100 that life is drained dry. They spend 30 years in a chair looking glumly³² out at the sand and the ocean; on a porch swing waiting for somebody to drive down the road. But that is not how to live.

No learner has ever run short of³³ subjects to explore. The
105 pleasures of learning are indeed pleasures. In fact, the word should be changed. The true name is happiness. You can live

22. architectonic *a.* 建筑声学的

23. symmetry /'simɪtri/ *n.* 对称

24. dissociate /dr'səʊʃiət/ *vt.* 使分离

25. solvent /'sɒlvənt/ *a.* 有偿还能力的

26. confer /kən'fɜː/ *vt.* 授予

27. deliberate /dɪ'lɪbəreɪt/ *a.* 自觉的, 故意的

28. sloth /slɒθ/ *n.* 懒惰

29. shutter /'ʃʌtə/ *n.* 百叶窗

30. seep /si:p/ *vi.* 钻进

31. swamp /swɒmp/ *n.* 沼泽地

32. glumly /'glʌmli/ *ad.* 愁闷地

33. run short of 缺乏

longest and best and most rewardingly by attaining and preserving the happiness of learning.

1100 words

COMPREHENSION EXERCISES

I. Decide on the best choice to answer or complete each of the following.

1. How does the writer prove that learning is an inborn and instinctive pleasure of human beings?
 - A. He watches a small child investigating a problem.
 - B. He talks to a little creature who can barely talk.
 - ☒ C. He describes the delightful films made by Dr. Arnold Gesell of Yale University.
 - D. He interviews many people in the street.
2. People can experience the pleasure of learning from books because _____.
 - ☒ A. books contain the ideas of great people in history
 - B. there are many books in the Library of Congress
 - ☒ C. each book has its own voice
 - D. textbooks are often tedious
3. Which of the following is NOT included in the meaning of learning?
 - A. reading books
 - ☒ B. listening to music
 - C. traveling with an open mind
 - D. practicing or appreciating an art
4. According to the author, learning is unlike health and strength in that _____.
 - ☒ A. one's ~~life~~ life is extended by learning
 - ☒ B. one's knowledge keeps increasing as one grows old
 - C. one's knowledge diminishes as time passes
 - D. one's body and mind are a harmonious whole
5. 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. one's own efforts

II. 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.

III. 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 the 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 through 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 sentences describe things about the subject of the sentence and merely add details around 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 meaning. For a key idea, one has to summarize the sentence and express it in one's own words.

EXERCISES

Write down the key idea of each following sentence.

1. Recent high school students have shown improvement in their SAT scores, after nearly twenty years in which performance on these tests declined.
2. Local teenagers on the north side of the city developed a plan for patrolling the streets during the day and in the evening so that senior citizens could leave their homes in safety.
3. Although most Americans get the bulk of their news from television, few programs are as thorough as a newspaper.
4. Thomas Wolfe's play *Welcome to Our City*, written fifty years ago and published a few years ago for the first time, deals with the modern American South and some of the strange, passionate, and greedy people who live there.
5. 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 zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists.
6. 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 stereo 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.