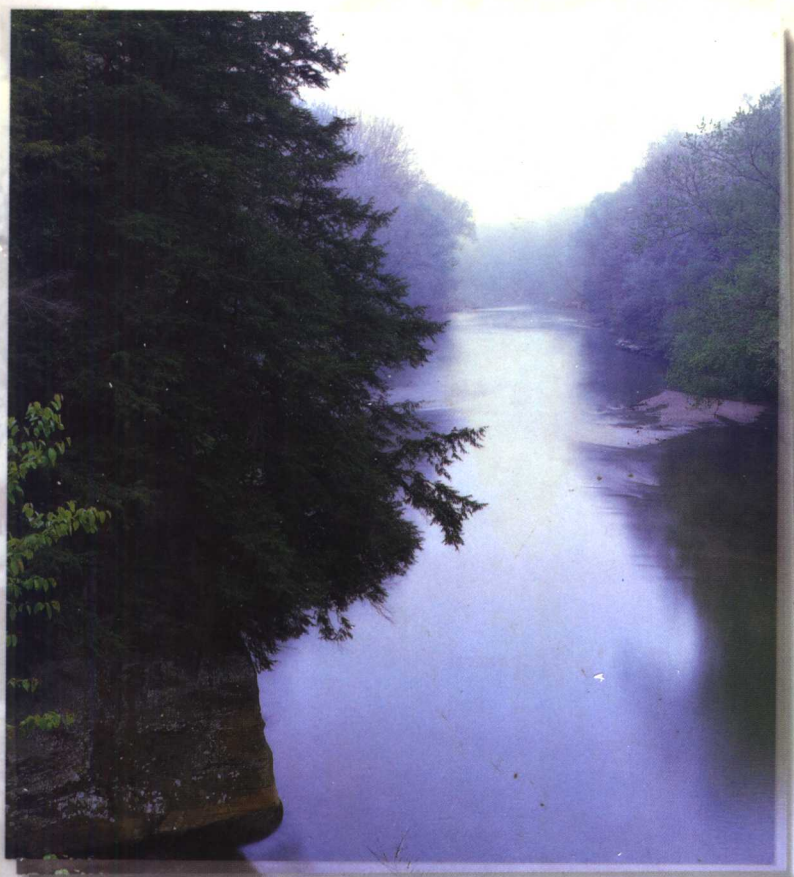




普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Reading Course 5
Student's Book



外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学 英语

阅读教程

(通用本)

学生用书

5

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主编 邱东林

编者 (以姓氏笔画为序)

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藏书章



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《大学英语》系列教材（全新版）

编写前言

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，我们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。

编辑原则

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应用能力。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有一定数量的类似四、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。

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。

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3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 全书结构

本教程共分6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。每单元包括以下5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) 前四册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。

本教材由复旦大学大学英语教学部编写,由邱东林任主编。参加编写的人员有(以姓氏笔划为序)宋梅、张颖、梁正溜。在编写过程中,得到上海外语教育出版社的鼎力相助,谨此表示感谢。

编 者

2003年5月

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UNIT ONE

1. What Is a Great Book?

Mortimer J. Adler

Introduction

Books are a major source of knowledge and wisdom. Among the ocean of books accumulated through the ages, how can we pick out some enduring classics for inspiration? Here Mortimer J. Adler provides some guidelines on the selection of great books.

Text

There is no end to the making¹ of books. Nor does there seem to be any end to the making of lists of "great books." There have always been more books than anyone could read. And as they have multiplied through the centuries, more and more blue-ribbon² lists
5 have had to be made.

No matter how long your life, you will, at best, be able to read only a few books of all that have been written, and the few you do read should include the best. You can rejoice³ in the fact that the number of such is relatively small.

1. making /'meɪkɪŋ/ n. 组成

2. blue-ribbon /'bluː'rɪbən/ a.
特别挑选出的

3. rejoice /rɪ'dʒɔɪs/ vt. 感到高兴

The listing of the best books is as old as reading and writing. The teachers and librarians of ancient _____ did it. _____ did it for Roman education, selecting, as he said, both ancient and modern classics. In the _____, such leaders of the revival of learning as _____ and _____ made lists of the books they read.

It is to be expected that the selections will change with the times. Yet there is a surprising uniformity in the lists which represent the best choices of any period. In every age, the list makers include both ancient and modern books in their selections, and they always wonder whether the moderns are _____ the great books of the past.

What are the signs by which we may recognize a great book? The six I will mention may not be all there are, but they are the ones I've found most useful in explaining my choices over the years.

Great books are probably the most widely read. They are not best sellers for a year or two. They are enduring best sellers. *Gone with the Wind* has had relatively few readers _____ the plays of Shakespeare or _____. It would be reasonable to estimate that Homer's _____ has been read by at least 25,000,000 people in the last 3000 years.

A great book need not even be a best seller in its own day. It may take time for it to accumulate its ultimate audience. The astronomer _____, whose work on the planetary motions is now a classic, is reported to have said of his book that "it may wait a century for a reader, as God has waited 6000 years for an observer."

Great books are popular, not _____. They are not written by specialists about specialties for specialists. Whether they be philosophy or science, or history or poetry, they _____ human, not academic problems. They are written for men, not professors. To read a textbook for advanced students, you have to read an elementary textbook first. But the great books can be considered elementary in the sense that they treat the elements of any subject matter. They are not related to one another as a series of textbooks, graded

/ˌæliɡ'zɑ:ndriə/
n. 亚历山大(埃及北部港市)

/kwɪn'tɪljən/ 昆
体良(古罗马修辞学家)

/rɪ'neɪsəns/ n.
文艺复兴时期

/mʊŋ'tenjə/ 蒙
田(法国思想家、散文作家)

/ɪ'ræzməs/ 伊拉
斯谟(荷兰人文主义学者)

赶得上, 比得上

与...相比

《堂吉珂
德》

《伊利亚特》(史诗)

/ˈkeplə/ 开普勒(德
国天文学家)

/pɪ'dæntɪk/ a. 学
究式的

讨论

in difficulty or in the *technical* of the problems with which they deal.

/ˈteknɪˈkæləti/
n. 技术性

There is one kind of prior reading, however, which does help you to read a great book, and that is the other great books the author himself read. Let me illustrate this point by taking *Euclid's Elements of Geometry* and Newton's *Mathematical Principles of Natural Philosophy*. Euclid requires no prior study of mathematics. His book is generally an introduction to geometry, and to basic arithmetic as well. The same cannot be said for Newton, because Newton uses mathematics in the solution of physical problems. His style shows how deeply he was influenced by Euclid's treatment of ratio and proportions. His book is, therefore, not readily *intelligible*, even to scientists, unless Euclid has been read before.

/ˈjuːklɪd/ 欧几里得
(古希腊数学家)

/ɪnˈtelɪdʒəbl/ a.
可理解的

I am not saying that great scientific books can be read without effort. I am saying that if they are read in a historical order, the effort is rewarded. Just as Euclid *illuminates* Newton and Galileo, so they in turn help to make Einstein intelligible. The point applies to philosophical books as well.

hˈljʊːmɪneɪt/ vt.
阐明, 启发

Great books are always contemporary. In contrast, the books we call "contemporary", because they are currently popular, last only for a year or two, or ten at the most. You probably cannot recall the names of many earlier best sellers, and you probably would not be interested in reading them. But the great books are never *outdated* by the movement of thought or the shifting winds of and opinion.

/ˌaʊtˈmeɪd/ vt.
使过时

ˈdɒktrɪn/ n. 教条

ˈhæzbiːn/ n. (口)
过时的人或物

People regard the "classics" as the great *enduring*, the great books of other times. "Our times are different," they say. On the contrary, the great books are not dusty remains for scholars to investigate; they are, rather, the most *powerful* civilizing forces in the world today.

ˈpəʊtənt/ a. 强有力的

ˈdɪˌmɒsθəˌnɪz/
狄摩西尼 (古雅典雄辩家)

ˈsɪsəˌrəʊ/ 西塞罗
(古罗马政治家、演说家、哲学家)

ˈbeɪkən/ 培根 (英国哲学家)

The fundamental human problems remain the same in all ages. Anyone who reads the speeches of *Demosthenes* and the letters of *Cicero*, or the essays of *Bacon* and Montaigne, will find how

constant is the *perpetuation*² of men with happiness and justice, with virtue and truth and even with *peace*³ and change itself. We may accelerate the motions of life, but we cannot seem to change the routes that are available to its goals.

Great books are the most readable. They will not let you down if you try to read them well. They have more ideas per page than most books have in their entirety. That is why you can read a great book over and over again and never exhaust its contents.

They can be read at many different levels of understanding, as well as with a great diversity of interpretations. Obvious examples are *The Iliad*⁴, *Kojima and I Ching*⁵ and the *Odyssey*⁶. Children can read them with enjoyment, but fail to find *therein*⁷ all the beauty and significance which delight an adult mind.

Great books are the most instructive. This follows from the fact that they are original communications; they contain what cannot be found in other books. Whether you ultimately agree or disagree with what they say, these are the primary teachers of mankind; they have made the basic contributions to human thought.

It is almost unnecessary to add that the great books are the most influential books. In the tradition of learning, they have been most discussed by readers who have also been writers. These are the books about which there are many other books — countless and, for the most part, forgotten.

Great books deal with the persistently unsolved problems of human life. There are genuine mysteries in the world that mark the limits of human knowing and thinking. Inquiry not only begins with wonder, but usually ends with it also. Great minds acknowledge mysteries honestly. Wisdom is *fortified*⁸, not destroyed, by understanding its limitations.

It is our privilege, as readers, to belong to the larger brotherhood of man which recognizes no national boundaries. I do not know how to escape from the *strait-jacket*⁹ of political nationalism.

perpetuation /pri:ˌɒkjʊ-
'peɪʃən/ n. 专注
stability /stə'bɪləti/ n. 稳定

9. *Odyssey* 1000 《格列
佛游记》
10. *Kojima and I Ching* 《鲁滨
逊漂流记》
11. *Odyssey* 《奥德赛》(史诗)
12. *therein* /ðeər'in/ ad. 在其
中

13. *fortify* /'fɔ:tɪfaɪ/ vt. 增强

14. *strait-jacket* /'streɪt-
dʒækɪt/ n. 束縛

I do know how we become friends of the human spirit in all its manifestations³⁴, regardless of time and place. It is by reading the great books.

manifestation /ˌmænɪfe-'steɪʃən/ n. 表现形式

1158 words

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COMPREHENSION EXERCISES

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

1. What is the text mainly about?
 - A. The making of great books.
 - B. The characteristics of great books.
 - C. The ways of reading great books.
 - D. The benefits of reading great books.
2. The lists of "great books" made in different ages
 - A. were more or less the same
 - B. recommended more books than anyone could read
 - C. included both ancient and modern classics
 - D. served as a guide to one's reading and writing
3. The writer would probably agree that all of the following are enduring best sellers except
 - A. *Gone with the Wind*
 - B. *Iliad*
 - C. *Don Quixote*
 - D. *Gulliver's Travels*
4. To better understand a scientific classic, we may first
 - A. take an elementary course on the book's subject
 - B. consult a specialist about the book's difficulties
 - C. read some other books that discuss it
 - D. read some books the author himself has read
5. People generally feel that "classics"
 - A. can help broaden their minds
 - B. are worth reading over and over again
 - C. have little to do with themselves
 - D. are beyond their capabilities
6. Which of the following is NOT a sign of a great book?
 - A. It never goes out of date.
 - B. It is a best seller in its own day.
 - C. It is read by a large number of people.
 - D. It is within the understanding of common readers.

1. No matter how long your life, you will, at best, be able to read only a few books of all that have been written, and the few you do read should include the best.
2. But the great books can be considered elementary in the sense that they treat the elements of any subject matter. They are not related to one another as a series of textbooks, graded in difficulty or in the technicality of the problems with which they deal.
3. On the contrary, the great books are not dusty remains for scholars to investigate; they are, rather, the most potent civilizing forces in the world today.
4. It is our privilege, as readers, to belong to the larger brotherhood of man which recognizes no national boundaries.

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|-----------------|---|
| 1. i _ _ _ _ _ | capable of being understood |
| 2. f _ _ _ _ _ | strengthen mentally or morally |
| 3. s _ _ _ _ _ | the state of being steady |
| 4. m _ _ _ _ _ | an act of showing something clearly through signs or actions |
| 5. p _ _ _ _ _ | too concerned with book knowledge without regard to common sense |
| 6. d _ _ _ _ _ | a particular principle taught, such as of a religion or government |
| 7. p _ _ _ _ _ | powerful; mighty |
| 8. i _ _ _ _ _ | explain and show more clearly something difficult to understand |
| 9. p _ _ _ _ _ | the state of paying attention to one thing so as to ignore other things |
| 10. o _ _ _ _ _ | make something no longer fashionable |

1. In selecting the best books, the list makers always wonder whether the moderns are up to the great books of the past. Do you share the same feeling?
2. Do you agree that great books are the most readable? Do you find any difficulty reading a classic?
3. What are the differences between a classic and a best seller?

2. A Love Affair with Books

Bernadete Piassa

Introduction

Growing up in rural Brazil, Bernadete Piassa not only had limited access to books, she was discouraged from reading the few that she could find. But forbidden fruit is often the sweetest, and Piassa's hunger for reading would not be denied. In this prize-winning essay from a national writing contest, Piassa describes her passion for books and the role that her "most faithful lovers" have played in a life that has led her far from home.

Text

When I was young, I thought that reading was like a drug which I was allowed to take only a teaspoon at a time, but which, nevertheless, had the effect of carrying me away to an enchanted¹ world where I experienced strange and forbidden emotions. As time
5 went by and I took that drug again and again, I became addicted to it. I could no longer live without reading. Books became an intrinsic part of my life. They became my friends, my guides, my lovers — my most faithful lovers.

I didn't know I would fall in love with books when I was
10 young and started to read. I don't even recall when I started to read and how. I just remember that my mother didn't like me to read. In

1. enchanted /ɪn'tʃɑːntɪd/ a. 有魔力的, 迷人的