

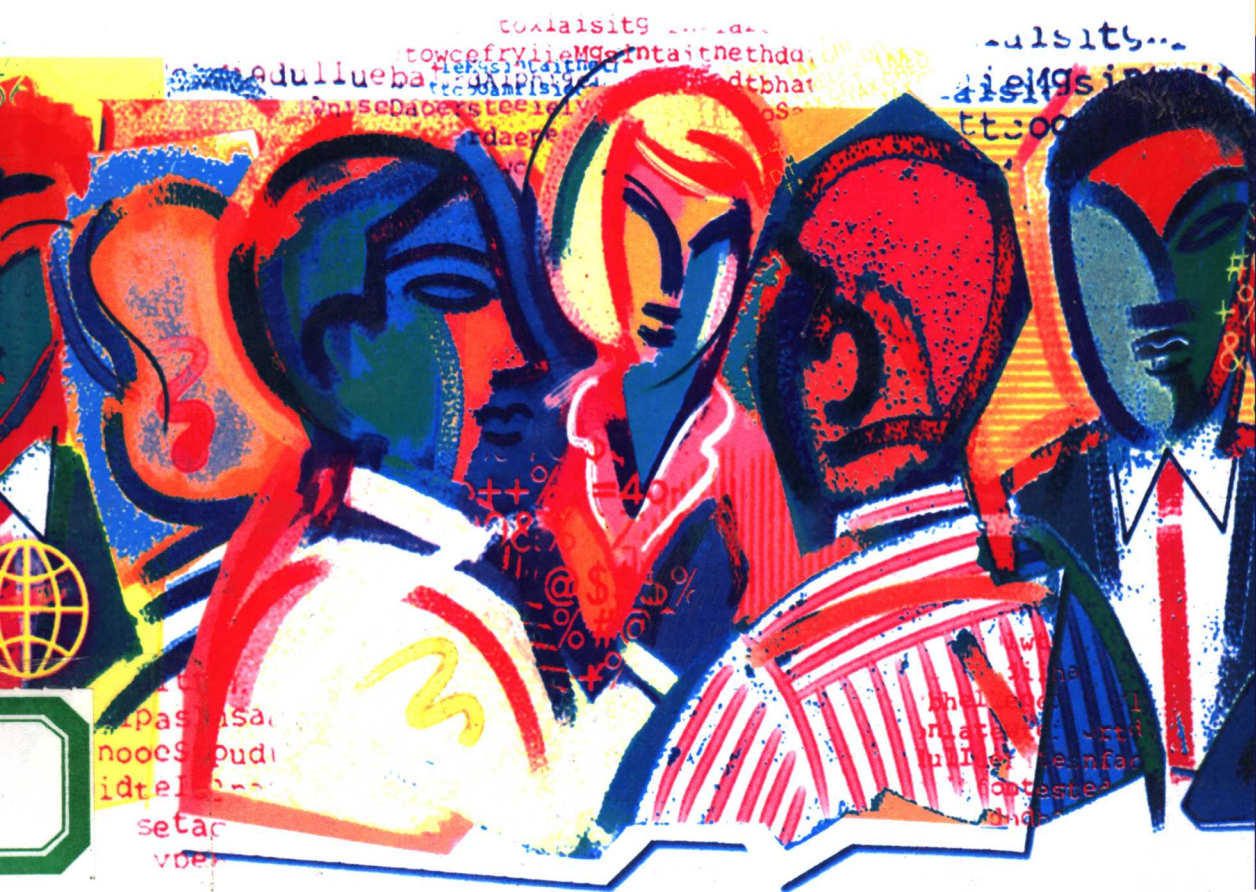
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2

College English Reading

# 大学英语 阅读教程



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# 大学英语 *阅读* 教程 2

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# 前言

随着中国改革开放步伐的加快,英语作为信息传播和国际交流的载体在中国走向世界的过程中起着越来越重要的作用。切实掌握这门语言已是众多学习者的迫切愿望。一部优秀的英语教材往往对学习者起着难以估量的巨大作用。它不仅能使学习者在语言文化方面得到良好的熏陶,而且能够帮助学习者树立正确的人生观、世界观和价值观。

新世纪的到来,给我国高等院校的英语教学带来了一片新的生机。我国高校英语教学改革步伐也随着改革开放的步伐与时俱进,突飞猛进。英语教材的建设和不断更新历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教委和全国高校外语教学指导委员会正坚定不移地推行大学英语教学改革,并制订颁布了新时期的《大学英语课程教学要求》,这为新的大学英语教材的编写提供了指导依据,同时新的教学要求亦使我们意识到了编写新的大学英语教材的必要性和紧迫性。在此情势下,北京大学教材建设委员会将“大学英语”教材建设列为重点项目,由北京大学出版社具体组织、策划大学英语系列教材的编写和出版工作。并被列入“十一五”国家重点出版规划项目《面向新世纪的立体化网络化英语学科建设丛书》。

2004年,北京大学出版社推出了《大学英语教程》(包括1—6册学生用书和教师用书,共12册)。同时还出版了新型大学英语听说系列教材——《必胜英语——大学英语实用听说教程》(1—4册学生用书和教师用书,共8册),以及《大学英语视听说教程》(1—4册)、《大学英语实用听力教程》(1—4册)、《大学英语快速阅读》(1—4册)、《大学英语阅读教程》(1—4册)、《高级英语阅读教程》等教材。我国陆续有多所高校开始启用这套教材,并对该套教材给予了肯定的评价和极高的赞誉。

《大学英语阅读教程》是整个《大学英语立体化网络化系列教材》的一个重要组成部分。它旨在为学习者提供丰富多彩的英文阅读素材,帮助学习者掌握英语阅读策略,培养学习者的英语阅读技能。同时它还可以帮助学习者开阔视野、改善思维、提高素质以及增强跨文化意识。

《大学英语阅读教程》共分四册,每册有24课。每册的选材与《大学英语教程》1—4册相对应,主题广泛,思考深刻。其中既有贴近大学生校园生活的话题,如大学生的学习、生活、成长过程、自我意识、亲情友情等,也有人们广泛关注的历史、文化、教育、环境等方面的话题。每课编排体例及说明如下:

1. 课文导读:主课文之前有一段简短的中英文导读,目的在于暗示主课文将涉及的主

题、激活学习者的相关知识并增强其阅读兴趣。

2. **主课文**：主课文与《大学英语教程》中相应文章的话题一致，难度略大，长度在 1000 单词左右。

3. **生词旁注**：主课文的左面是生词旁注，配有中文注解，便于学习者排除生词障碍，进行透彻的字面理解。

4. **问题旁注**：主课文的右面设计了许多与文章内容紧密相关的问题以及启发学习者进行积极思考的问题，以帮助学习者更好地理解文章内容。

5. **阅读理解练习**：主课文之后是阅读理解练习题，既有选择题，也有填空题，目的在于检验学生的阅读效果。

6. **阅读策略**：阅读策略是高效率学习者必须具备的能力，它不仅能提高学习者的阅读速度，也能使读者加深对阅读材料的理解。为了强化学习者的阅读策略意识，在阅读策略分析之后设有相关练习题。

7. **读后思考题**：读后思考题与主课文既相关又有突破，目的在于让学习者把视线从主课文中转移出来，放飞其想象力。

8. **快速阅读**：快速阅读为一篇实效性较强的短文，长度为 350 单词左右。短文之后设计了填空、判断正误和选择三种检测阅读理解效果的练习题。填空题主要用来检查阅读者的快速识别能力，因此主要是考察最基本的信息。判断题重点考察对主题和重要细节的理解。选择题主要考察阅读者识别细节、猜测字义、识别篇章承转启合的能力。快速阅读部分还要求学生自测阅读速度和理解程度。

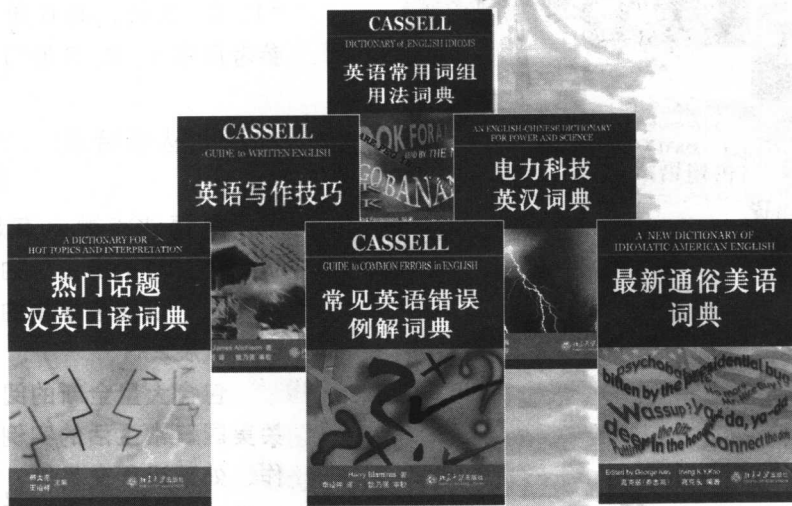
为了鼓励学习者课后自学，提高自主学习能力、自我检测能力和自学效果跟踪能力，每册书后附有以下内容：

1. 主课文及阅读策略练习答案；
2. 快速阅读练习答案表；
3. 主课文阅读速度查对表；
4. 阅读理解准确率查对表；
5. 阅读进度记录表。

编者

2005 年 12 月

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# 英语语境语法

系列(第四版)



本套书由美国语言教学研究专家特为非英语母语的英语学习者编写的“英语语境语法系列”(分为“1、2、3级,共6册”和“教师参考用书1、2、3册”)。

本系列丛书特点:

将语法点融入有趣的阅读材料,通过对语境主题的不断练习讲授语法,以促进学生的英语学习和认知发展。

包含大量全新的阅读材料,有关美国日常生活的实例,如简历写作、处理远程交易等,有利于学生获得及扩展对美国文化和历史的了解;涵盖所有语法点的清晰的语法图,便于学生快速查阅和掌握语法知识;大量更新的活动设计,讨论、阅读、作文以及创造性思维技巧训练,帮助全面提高学生的语言和交流技能。

我们还提供注解版的教师用书,包含详细的教学要点和建议;教师同时可获赠含大量题库的CD-ROM和教学指导录像,更加方便教师组织测验和教学。

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# Lesson 1

## Lesson Tips

男人是什么? 社会对男人的期待是什么? 传统上人们常常以竞技体能、征服异性的能力和经济状况来衡量一个男人是否成功。如果一个男人不具备这些东西,他会被视为失败的人,因而男人生活的目标就是要不断和其他的人比较和竞争,看谁拥有更多的财富,更高的社会地位,更漂亮的女人。本文的主人公,在巴尔的摩 Gilman 中学 Greyhounds 足球队执教的美国著名足球教练乔·埃尔曼却不认同这些标准。他认为,这些不过是“虚伪的男性认同”背后的“谎言”。埃尔曼教练重新定义了成功男人的标准——良好的人际关系和超越自身的事业。他以身作则,培养足球队的小伙子们树立爱他人、爱社会的胸襟,超越自身的壁垒,发掘人生的美丽。

## READING: MEANING NEGOTIATION

Now read the following text. The reading notes on the right margin may be of help to you in your reading process. If you prefer reading the text straight through without referring to these notes, just ignore them. Or you may want to turn to them for better reading comprehension in your re-readings.

### TEXT

## He Turns Boys into Men

*Jeffrey Marx*

Young faces usually filled with warmth and wonder are now taut with anticipation and purpose. Eyes are **lasers**. Hearts are **pounding**. This is nothing unusual for the final minutes before a high school football game. But

*Why are the young faces now taut with anticipation and purpose?*

laser  
激光  
pound  
砰砰直跳

tough-guy  
硬汉

a coach and his players are about to share an exchange that is downright foreign to the **tough-guy** culture of football.

gold-rimmed  
金边的  
a mountain of  
高大的, 伟岸的  
whistle  
口哨

The coach, Joe Ehrmann, is a former NFL star, now 55 and hobbled, with white hair and **gold-rimmed** glasses. Still, he is a **mountain of** a man. Standing before the Greyhounds of Gilman School in Baltimore, Ehrmann does not need a **whistle**.

*Why does the writer here quote their dialogue?*

in unison  
齐声

“What is our job as coaches?” Ehrmann asks.

“To love us!” the Gilman boys yell back **in unison**.

commitment  
承诺  
pep rally  
呐喊助威的人群

“What is your job?” Ehrmann shouts back.

“To love each other!” the boys respond.

The words are spoken with the **commitment** of an oath, the enthusiasm of a **pep rally**.

### **This is football?**

lofty 崇高的

It is with Ehrmann. It is when the whole purpose of being here is to totally redefine what it means to be a man.

*What is the usage of the question mark here?*

This is **lofty** work for a volunteer coach on a high school football field. It is work that makes Ehrmann the most important coach in America.

résumé 简历  
defensive  
coordinator  
防卫协调者

In his eighth season at Gilman, Ehrmann’s **résumé** is anything but ordinary for a **defensive coordinator**. After 13 years in professional football, most of them as a defensive lineman for the Baltimore Colts, he retired in 1985 and began tackling much more significant challenges. As an **inner-city** minister and founder of a community center known as The Door, Ehrmann worked the hard streets of East Baltimore. He also **co-founded** a Ronald McDonald House for sick children and **launched** a racial-reconciliation project called Mission Baltimore.

*What are the differences between Ehrmann and other coaches?*

inner-city  
市中心的  
co-found  
合作创办  
launch  
发起

opinion leader  
舆论引导人

“He’s a lot of things to a lot of people,” says Maryland Gov. Robert L. Ehrlich Jr. “He’s really an **opinion leader**. And what I love about Joe—it’s not just the messages. It’s the messenger. He’s a very unique man. Gen-

tle. Principled. Committed. And effective.”

### The Challenge for Men

Aside from the X's and O's of football, everything Ehrmann teaches at Gilman stems from his belief that our society does a horrible job of teaching boys how to be men and that **virtually** every problem we face can somehow be **traced back** to this failure. That is why he developed a program called Building Men for Others, which has become the signature philosophy of Gilman football.

The first step is to **tear down** what Ehrmann says are the standard criteria—athletic ability, sexual conquest and economic success—that are constantly **held up** in our culture as measurements of manhood.

“Those are the three lies that make up what I call ‘false masculinity,’” Ehrmann says. “The problem is that it sets men up for tremendous failures in our lives. Because it gives us this concept that what we need to do as men is compare what we have and compete with others for what they have.

“As a young boy, I’m going to compare my athletic ability to yours and compete for whatever attention that brings.” When I get older, I’m going to compare my girlfriend to yours and compete for whatever **status** I can acquire by being with the prettiest or the coolest or the best girl I can get. **Ultimately**, as adults, we compare bank accounts and job titles, houses and cars, and we compete for the amount of security and power that those **represent**.

“We compare, we compete. That’s all we ever do. It leaves most men feeling isolated and alone. And it destroys any concept of community.”

### The Solution

Ehrmann offers a simple but **powerful** solution. His own definition of what it means to be a man—he calls it “strategic masculinity”—is based on only two things: relationships and having a cause beyond yourself.

*What does the signature philosophy of Gilman football refer to?*

*How do the measurements of manhood do damage to the life of men?*

*How does Ehrmann define “strategic masculinity”?*

virtually  
实际上,几乎  
trace back  
追溯到

tear down  
推倒,摧毁

held up  
被当做

status 身份

ultimately 最终

represent  
体现,代表

powerful  
强有力的

first and  
foremost 首先

“Masculinity, **first and foremost**, ought to be defined in terms of relationships,” Ehrmann says. “It ought to be taught in terms of the capacity to love and to be loved. It comes down to this: What kind of father are you? What kind of husband are you? What kind of coach or teammate are you? What kind of son are you? What kind of friend are you? Success comes in terms of relationships.

“And then all of us ought to have some kind of cause, some kind of purpose in our lives that’s bigger than our own individual hopes, dreams, wants and desires. At the end of our life, we ought to be able to look back over it from our deathbed and know that somehow the world is a better place because we lived, we loved, we were **other-centered, other-focused.**”

other-centered,  
other-focused  
以他人为中心的

### The Way We Learn

How is all of this taught within the context of football?

From the first day of practice through the last day of the season, Ehrmann and his best friend, Head Coach Biff Poggi, bombard their players with stories and lessons about being a man built for others.

*What does  
“being a man  
built for  
others” mean?*

They stress that Gilman football is all about living in a community. It is about fostering relationships. It is about learning the importance of serving others. While coaches elsewhere scream endlessly about being tough, Ehrmann and Poggi teach concepts such as empathy, inclusion and integrity. They emphasize Ehrmann’s **code of conduct** for manhood: accepting responsibility, leading courageously, enacting justice **on behalf of** others.

code of conduct  
行为准则

on behalf of  
代表

varsity  
大学体育代表  
队

junior  
大学三年级学  
生

*What is  
Ehrmann’s  
code of  
conduct for  
manhood?*

“I was blown away at first,” says Sean Price, who joined the **varsity** as a freshman and is now a **junior**. “All the stuff about love and relationships—I didn’t really understand why it was part of football. After a while, though, getting to know some of the older guys on the



team, it was the first time I've ever been around friends who really cared about me."

### Helping Others

file into

鱼贯而入,一个接一个进入

Four hours before each game, the Gilman players **file into** a meeting room for bagels, orange juice and Building Men for Others 101. Ehrmann and Poggi tell their players they expect greatness out of them. But the only way they will measure greatness is by the impact the boys make on other people's lives. Ultimately, the boys are told, they will make the greatest impact on the world—will bring the most love and **grace** and healing to people—by constantly basing their actions and thoughts on one simple question: What can I do for you?

grace

优雅,恩赐

That explains the rule that no Gilman football player should ever let another student—football player or not—sit by himself in the school lunchroom. "How do you think that boy feels if he's eating all alone?" Ehrmann asks his players. "Go get him and bring him over to your table."

There are other rules that many coaches would consider ludicrous. No boy is cut from the Gilman team based on athletic ability. Every senior plays—and not only late in **lopsided** games. Coaches must always teach by building up instead of tearing down. As Ehrmann puts it in a staff notebook: "Let us be **mindful** never to shame a boy but to correct him in an **uplifting** and loving way." Whenever Ehrmann speaks publicly about Building Men for Others—usually at a coaching clinic, a men's workshop or a forum for parents—someone **inevitably** asks about winning and losing: "All this **touchy-feely** stuff sounds great, but kids still want to win, right?"

lopsided

不平衡地  
mindful 警惕

uplifting

积极向上的

inevitably

不可避免地  
touchy-feely=  
touchie feelie  
(表达感情)诚  
实的,率真的

byproduct

副产品,次要  
的东西

*What are these rules that many coaches would consider ludicrous?*

"Well, we've had pretty good success," Ehrmann says. "But winning is only a **byproduct** of everything else we do—and it's certainly not the way we evaluate our-