



“十二五”普通高等教育本科国家级规划教材

21 English 世纪大学新英语 for Interactive Purposes

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长篇阅读 ③



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(加关注, 互动学)

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《21 世纪大学新英语》系列教材

总序

2007 年颁布的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”大学英语的教学目标是“培养学生的英语综合应用能力……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即采用基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

本系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材。

一、编写总则

本系列教材以《大学英语课程教学要求》为准则,以先进的外语教学理论为指导。教材的总体设计体现“以人为本”的人文主义教育观,注重培养学生的人文素质。教材编写坚持做到“四个结合”:语言知识与语言

技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合。教材编写注重对学生的“多维度”“一体化”培养：即语言能力、学习策略、文化素养的同步培养。在教学模式上本系列教材着重构建多层次、立体化教学模式。

二、选材要求

在编写过程中我们力图使内容具有时代性、趣味性、可思性和人文性；既要反映时代潮流，又要具有思想深度和弘扬积极的人生态度。语言难度适中，同时具有可教性。体裁和题材要体现多样性。

三、练习特点

我们在设计教材练习形式时既考虑到大学英语班级规模，也兼顾不同层次院校的学习需求。在形式上练习做到多样化、有新意；难度呈坡度状；提倡课堂互动；鼓励学生“learn to do”和“do to learn”。

四、教学目标

教学目标设计体现教学的层次性，目标进度呈阶梯状：一般要求、较高要求和更高要求。教学起始目标为一般要求，最终目标是更高要求。其中第一、第二册的教学目标为一般要求；第三、第四册的教学目标为较高要求；第五册为分级教学选修课用。

五、本系列教材涵盖的内容

本系列教材包括读写译教程(附学习者光盘)(1—5册)、读写译教程教学参考书(附电子教案)(1—5册)、练习册(1—5册)、视听说教程(1—5册)、视听说教程教学参考书(1—5册)(附电子教案)、快速阅读(修订版)(1—5册)(附助学光盘)以及长篇阅读(1—5册)(附助学光盘)。电子教案还包含课堂教学建议，为教师提供教学基本构想，同时在教学设计中兼顾不同水平的学生。

本系列教程的编者分别来自复旦大学、上海交通大学、上海外国语大学和南京解放军国际关系学院、解放军外国语学院、上海第二军医大学以及北京师范大学等知名学府。他们具备深厚的语言学、二语习得及外语教学理论功底，同时长期在大学英语教学一线工作，有着丰富的教学经历。历经几度寒暑，集全体编者智慧和心血的《21世纪大学新英语》系列教材已经问世。愿本系列教程能以其时代性、趣味性和实用性，为推动我国大学英语教改助一臂之力。

《21世纪大学新英语》系列教材编写组

前 言

在互联网高速发展的信息时代,我们需要阅读的英语资料浩如烟海,仅靠延长阅读时间来获取知识和信息的办法显然已不能适应时代发展的要求。因此,增加大学英语快速阅读教学,培养和训练学生的快速阅读能力,就成为大学英语教学中不容忽视的一项重要内容。

根据 2007 年教育部高教司颁布的《大学英语课程教学要求》(以下简称《课程要求》),大学英语的教学目标是培养学生的英语综合应用能力。而阅读作为一项基本技能,始终是英语综合能力训练中的一个重要环节。从一定意义上讲,阅读速度又是衡量阅读能力的重要指标之一。《课程要求》提出了三个层次的英语教学要求,其中的“一般要求”和“较高要求”均对快速阅读能力作了详细说明。快速阅读的一般要求是能够应对篇幅较长、难度略低的材料,阅读速度应达到每分钟 100 词,并能就阅读材料进行略读(skimming)和寻读(scanning);而较高要求是能够应对篇幅较长、难度适中的材料,并且阅读速度达到每分钟 120 词。而且两个要求均提出学生通过阅读能够掌握中心大意,理解主要事实和有关细节。自 2013 年 12 月起,大学英语四六级考试委员会将原来的“快速阅读”题型改名为“长篇阅读”,考试形式也由原来的选择题加填空题改为“搭配题”,即在文中寻找和选项表达的信息相关的段落。这其实也是考查学生在快速阅读中捕捉信息和掌握大意的能力。由此可见,深化快速阅读教学,进一步提高阅读能力,仍是培养和提高大学生语言运用能力的关键所在。

本系列教材是以《大学英语课程教学要求》为准则,在参考国内外多种英语快速阅读教材的基础上,根据编者多年从事大学英语快速阅读教学的经验,以及我国非英语专业本科生目前整体英语水平和实际

英语能力编写而成。

教材共分五册,旨在帮助学生进行系统的、有针对性的快速阅读(长篇阅读)训练,掌握基本阅读技能,培养良好阅读习惯,提高阅读效率。选材方面,我们力求所选文章兼备时代性、信息性、趣味性以及可读性,语言难度适中,其体裁和题材体现多样性,话题涵盖中西文化、教育、生活、媒介、历史、科技、哲学、文学等。练习题型方面,我们主要是以2013年12月开始的大学英语四六级考试中“长篇阅读”中的配对题型为主,又适当增加其他形式的题型:既有搭配题等基本题型,又有选择题、对错题、简短回答、摘要以及句子和短文翻译等练习。目的是使学生在学完本系列教材后提高快速阅读部分的应试能力,同时又增强他们的信息搜索能力。每册书后附有本册练习的参考答案供师生参考。

本书共分八个单元,每个单元由 Passage 1、Passage 2 和 Passage 3 三篇文章组成。Passage 1 和 Passage 2 供课堂使用,Passage 3 供学生课外阅读。

同时,为了提高学生的快速阅读能力和应对四六级机考,本系列教材还配有助学光盘。光盘内还增加了文化背景知识,词汇、短语、难句注释,以及答案解析等部分,以方便教师和学生配套使用。

本系列教材的编者分别来自复旦大学、上海外国语大学、华中科技大学、上海第二军医大学、北京师范大学、苏州大学以及解放军外国语学院等院校。由于编者水平有限,书中错误疏漏之处在所难免,敬请广大读者和同行专家批评指正。

本系列教材编写组

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Unit 1

TEACHING AND LEARNING

Passage 1 “See Spot Run ”: Teaching My
Grandmother to Read

Passage 2 Learning Cultural Differences in
Nonverbal Communications

Passage 3 15 Steps to Cultivate Lifelong Learning

Passage 1

“See Spot Run”: Teaching My Grandmother to Read

Reading Time: 10 minutes

- A) When I was 14 years old and very impressed with my teenage status, I set for myself a very special goal — that made me so different from my friends that I don't believe I told a single one. As a teenager, I was expected to have deep, dark secrets, but I was not supposed to keep them from my friends.
- B) My secret was a project that I undertook every day after school for several months. It began when I stealthily (暗地里) made my way into the local elementary school — horror of horrors should I be seen; I was now in junior high. I identified myself as a graduate of the elementary school, and being taken under way by a favorite fifth grade teacher, I was given a small bundle from a locked storeroom — a bundle that I quickly dropped into a bag, lest anyone see me walking home with something from the “little kids” school. I brought the bundle home — proudly now, for within the confines of my home, I was proud of my project. I walked into the living room, and one by one, emptied the bag of basic reading books. They were thin books with colorful covers and large print. The words were monosyllabic and repetitive. I sat down to the secret task at hand.
- C) “All right”, I said authoritatively to my 70-year-old grandmother, “today we begin our first reading lesson”. For weeks afterward, my grandmother and I sat patiently side by side — roles reversed as she, with a bit of difficulty, sounded out every word, then read them again, piece by piece, until she understood the short sentences. When she slowly repeated the full sentence, we both would smile and clap our hands — I felt so proud, so grown up.
- D) My grandmother was born in Kalamata, Greece, in a rocky little farming village where nothing much grew. She never had the time to go to school. As the oldest

child she was expected to take care of her brother and sister, as well as the house, and her father scratched out what little he could from the soil. So, for my grandmother, schooling was out. But she had big plans for herself. She had heard about America. About how rich you could be. How people on the streets would offer you a dollar just to smell the flower you were carrying. About how everyone lived in nice houses — not stone huts on the sides of mountains — and had nice clothes and time for school.

E) So my grandmother made a decision at 14 — just a child, I realize now — to take a long and sickening 30-day sea voyage alone to the United States. After lying about her age to the passport officials, who would shake their heads firmly at anyone under 16 leaving her family, and after giving her favorite gold earrings to her cousin, saying “In America, I will have all the gold I want”, my young grandmother put herself on a ship. She landed in New York in 1916.

F) No need to repeat the story of how it went for years. The streets were not made of gold. People weren't interested in smelling flowers held by strangers. My grandmother was a foreigner. Alone. A young girl who worked hard doing piecework to earn enough money for meals. No leisure time, no new gold earrings — and no school. She learned only enough English to help her in her daily business as she traveled about Brooklyn. Socially, the “foreigners” stayed in neighborhoods where they didn't feel like foreigners. English came slowly. My grandmother had never learned to read. She could make out a menu, but not a newspaper. She could read a street sign, but not a shop directory. She could read only what she needed to read as, through the years, she married, had five daughters, and helped my grandfather with his restaurant.

G) So when I was 14 — the same age that my grandmother was when she left her family, her country, and everything she knew — I took it upon myself to teach my grandmother something, something I already knew how to do. Something with which I could give back to her some of the things she had taught me. And it was slight repayment for all she taught me. How to cover the fig tree (无花果树) in tar paper so it could survive the winter. How to cultivate rose bushes and magnolia trees

that thrived on her little piece of property. How to make baklava (蜜糖果仁千层酥), and other Greek delights, working from her memory (“Now we add some milk?”, “How much?”, “Until we have enough.”). Best of all, she had taught me ethnic heritage.

- H) First, we phonetically sounded out the alphabet. Then, we talked about vowels — English is such a difficult language to learn. I hadn’t even begun to explain the different sounds “gh” could make. We were still at the basics. Every afternoon, we would sit in the living room, my grandmother with a blanket covering her knees, giving up her crocheting (钩针织物) for her reading lesson. I, with the patience that can come only from love, slowly coached her from the basic reader to the second-grade reader, giving up my telephone gossip.
- I) Years later, my grandmother still hadn’t learned quite enough to sit comfortably with a newspaper or magazine, but it felt awfully good to see her try. How we used to laugh at her pronunciation mistakes. She laughed more heartily than I. I never knew whether I should laugh. Here was this old woman slowly and carefully sounding out each word, moving her lips, not saying anything aloud until she was absolutely sure, and then, loudly, proudly, happily saying, “Look at spot. See spot run”.
- J) When my grandmother died and we faced the sad task of emptying her home, I was going through her night — table drawer and came upon the basic readers. I turned the pages slowly, remembering. I put them in a paper bag, and the next day returned them to the “little kids” school. Maybe someday, some teenager will request them again, for the same task. It will make for a lifetime of memories.

(1,037 words)

Your reading time: _____



Exercises

I Each of the following ten statements contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by choosing the corresponding letter.

- _____ 1. I had a great sense of achievement when my grandmother could say the full sentence.
- _____ 2. My grandmother's life in America was totally different from what she had expected.
- _____ 3. I taught my grandmother English from the very beginning.
- _____ 4. The textbooks for my 70-year-old grandmother were taken from the local elementary school.
- _____ 5. My grandmother enjoyed learning English from me although she was a slow learner.
- _____ 6. My grandmother was born in 1902.
- _____ 7. My grandmother's childhood was very miserable and she longed for going to America.
- _____ 8. I experienced something special at the age of 14, making me so different from others.
- _____ 9. I taught my grandmother to read in order to repay what she had done for me.
- _____ 10. Teaching my grandmother to read are really precious memories of my lifetime.

II The following box contains a list of important events. Please rearrange them in the time order according to the information you get from the passage.

- A. He taught his grandmother to sound out the alphabet.
- B. His grandmother worked hard doing piecework.
- C. He taught his grandmother vowels.
- D. His grandmother taught him how to make baklava.
- E. His grandmother died.
- F. His grandmother gave her earrings to her cousin and left her family.
- G. He sent the basic readers back to the school.
- H. His teacher gave him a small “bundle” from a locked storeroom.
- I. His grandmother got married and had five daughters.

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()—()

Passage 2

Learning Cultural Differences in Nonverbal Communications

Reading Time: 10 minutes

- A) If humans find verbal communications difficult, nonverbal forms of communication are even more difficult. Nonverbal communication involves all nonverbal stimuli in a communication setting which have the potential of conveying a message between the source/speaker/transmitter and the receiver/listener. That's a very technical way of saying that eye contact, gestures, physical contact, dress, proximity, facial expression, posture, volume, intonation, etc. are all part of nonverbal communication. Most of what we do in the area of nonverbal communication is learned behavior and we do it unconsciously.
- B) Issues of cultural background, regional variations, gender and personal idiolect (个人言语方式) come into play in nonverbal as well as verbal communications. The truth is that our actions do speak at least as loudly as, if not more loudly than, our words. Nonverbal communications can affirm, make up or even contradict what is being verbally transmitted. One of the issues people run into with e-mail is that the person sending the message knows the intended message is meant to be funny or sarcastic. Without the nonverbal clues, the person receiving the message may take the message seriously.
- C) The most powerful form of nonverbal communications is gesture. There are too many differences in gestures to handle them in a meaningful way here. Some examples of gestures that may not translate include pointing. Pointing with a single finger is considered rude in many Asian cultures. Better there to indicate direction by gesturing with a whole hand. Even among those cultures that use a single finger to point, there is variation. In the US, we use the index finger to point. In Germany, using the pinky (小拇指) to point is common. The gesture that Americans use to indicate everything is okay, is a very offensive gesture in many