



“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

汪榕培 邹 申 ◆ 总主编

长篇阅读 ②



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《21 世纪大学新英语长篇阅读 2》

编写组成员

总 主 编 汪榕培 邹 申

本 册 主 编 邬丽宏 方 卫 王聿玮

本册副主编 章志萍 杨林伟

编 写 人 员 刘凤娟 刘 妍 杨 帆 耿 聪 徐 默 薄丽丽

策 划 黄昌朝

责 任 编 辑 黄昌朝

《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、哈尔滨学院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

LOVE WORKS MIRACLES

Passage 1 Love Works a Miracle

Passage 2 Because I Care About You

Passage 3 An Old Man's Love Works Ordinary
Miracles

Passage 1 Love Works a Miracle

Reading Time: 6 minutes

- A) “There goes Cruiser again,” thought Cindy Dunlop when she heard a splash in the family swimming pool. Their dog Cruiser always jumped into the pool just for fun. Cindy was in the patio (露台). She was talking on the phone to a friend who had called to chat.
- B) But suddenly Cindy sensed that something was wrong. The splash she had heard was followed by dead silence. Quickly Cindy said goodbye and hung up the phone. She hurried around the corner and saw — to her horror — her 17-month-old daughter, Kyla, floating face down in the 15 × 30-foot pool. Cruiser was running back and forth along the edge of the pool, trying to save the child by grabbing Kyla’s clothing with his teeth.
- C) Most mothers would have simply jumped into the pool and pulled the child to safety. But Cindy Dunlop was not like most mothers. She was paralyzed (使瘫痪) from the chest down as a result of an accident 12 years before. Because of her disability, Cindy had been forced to adjust to life in a wheelchair. At 90 pounds, Cindy swam regularly for physical treatment but needed help getting in and out of the pool.
- D) Now, on October 7, 1986, Kyla’s life rested in her mother’s hands. Cindy didn’t have time to phone for help. There wasn’t anyone nearby, anyway. They lived in the faraway town of EI Mirage, California. Cindy’s husband, Ron, had gone off to work several hours earlier. The nearest rescue squad (队伍) was 25 miles away. And the nearest neighbor was half a mile down the road.
- E) Knowing she couldn’t grab Kyla from the edge of the pool, Cindy had only one choice. She drove her wheelchair straight into the cold water. As the chair sank,

Cindy began to swim over to Kyla, who was still floating, face down, 25 feet away. When Cindy reached her daughter, she managed to flip her over. Then she grasped her and pulled her to the edge of the pool. Kyla's eyes were closed and her lips were blue. She wasn't breathing.

- F) Wild with fear and panic, Cindy tried to lift Kyla up and out of the water while holding onto the edge of the pool with one arm. "She was so limp and heavy, I couldn't," she later said. Cindy realized she would have to find another way to get Kyla out. She took a deep breath and let herself sink to the bottom of the pool. With her arms under Kyla's body and her fingertips seizing the edge of the pool, Cindy used her head to push the child upward. She managed to lift Kyla out of the water, but couldn't get her over the edge onto the concrete. When she tried, the little girl fell backward into the pool.
- G) Desperately, Cindy kept trying. Finally, by keeping her head straighter, she was able to roll Kyla up and out of the water. Then, supporting herself on her elbows at the edge of the pool, Cindy reached out and turned Kyla toward her. Her daughter still wasn't breathing. With great fear, Cindy pinched the child's nose shut and began puffing short breaths into her mouth.
- H) At first, there was no response. Again and again Cindy puffed breaths into Kyla's mouth. Finally, Kyla began to cough and spit up water, and then started to cry. "It was the greatest thing in the world to hear that scream," Cindy said.
- I) Cindy called 911, and she and Kyla were rushed to a hospital. Cindy's feet, elbows, and hands were badly hurt from crawling (爬) across the concrete. Kyla, however, was fine. Before long, she was giggling (咯咯地笑) and playing as if nothing had happened.

(608 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. Because of an accident 12 years ago, Cindy couldn't walk any more.
- _____ 2. At first, Cindy tried several ways to get her daughter out of the pool, but failed.
- _____ 3. Cindy felt very happy when hearing the crying of her daughter.
- _____ 4. Kyla fell into the swimming pool, which really frightened Cindy, because she was only 17 months old.
- _____ 5. Cindy was seriously injured for saving her daughter out of the swimming pool.
- _____ 6. Kyla was in great danger when her mother pulled her to the edge of the pool.
- _____ 7. Cindy's husband wasn't at home when his daughter fell into the swimming pool.
- _____ 8. Cindy's dog loves the family swimming pool very much.
- _____ 9. In the end, Cindy succeeded in saving Kyla out of the water, but she still worried about her daughter.
- _____ 10. It's only Cindy who could save Kyla because no one was nearby.

II

The following box contains a list of details when Cindy rescued her daughter. Please rearrange them in the correct time order according to the information you get from the passage.

- A. Cindy grasped Kyla and pulled her to the edge of the pool.
- B. Cindy reached Kyla and managed to flip her over.
- C. Cindy managed to lift Kyla out of the water, but couldn't get her over the edge onto the concrete. When she tried, Kyla fell backward into the pool.
- D. With her arms under Kyla's body and her fingertips seizing the edge of the pool, Cindy used her head to push Kyla upward.
- E. Cindy took a deep breath and sank to the bottom of the pool.
- F. Cindy pinched Kyla's nose shut and began puffing short breaths into her mouth.
- G. By keeping her head straighter, Cindy was able to roll Kyla up and out of the water.
- H. Cindy tried to lift Kyla up and out of the water while holding onto the edge of the pool with one arm, but she couldn't.
- I. Kyla began to cough and spit up water, and then started to cry.
- J. Supporting herself on her elbows at the edge of the pool, Cindy reached out and turned Kyla toward her.

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 ()——()——()——()——()——

Passage 2**Because I Care About You**

Reading Time: 8 minutes

- A) Steve, a twelve-year-old boy with alcoholic parents, was about to be lost forever by the U.S. education system. Remarkably, he could read. But in spite of his reading skills, Steve was failing. He had been failing since first grade, as he was passed on from grade to grade. Steve was a big boy, looking more like a teenager than a twelve year old. He went unnoticed . . . until Miss White turned up.
- B) Miss White was a smiling, young, beautiful redhead, and Steve was in love! For the first time in his young life, he couldn't take his eyes off his teacher; yet, still he failed. He never did his homework, and he was always in trouble with Miss White. His heart would break under her sharp words, and when he was punished for failing to turn in his homework, he felt just miserable! Still, he did not study.
- C) In the middle of the first semester, the entire seventh grade was tested for basic skills. Steve hurried through his tests, and continued to dream of other things, as the day wore on. His heart was not in school, but in the woods, where he often escaped alone, trying to shut out the sights, sounds and smells of his alcoholic home. No one checked on him to see if he was safe. No one knew he was gone, because no one was sober (头脑清醒的) enough to care. Oddly, Steve never missed a day of school.
- D) One day, Miss White's impatient voice broke into his daydreams. "Steve!!" Startled, he turned to look at her. "Pay attention!" Steve locked his gaze on Miss White with young adoration (崇拜), as she began to go over the test results for the seventh grade. "You all did pretty well," she told the class, "except for one boy, and it breaks my heart to tell you this, but . . ." She hesitated, pinning Steve to his seat with a sharp stare, her eyes searching his face. ". . . The smartest boy in the seventh grade is failing my class!" She just stared at Steve, as the class spun around

for a good look. Steve dropped his eyes and carefully examined his fingertips.

- E) After that, it was war!! Steve still wouldn't do his homework. Even as the punishments became more severe, he remained stubborn. "Just try it! ONE WEEK!" He was unmoved. "You're smart enough! You'll see a change!" Nothing bothered him. "Give yourself a chance! Don't give up on your life!" Nothing. "Steve! Please! I care about you!" Wow! Suddenly, Steve got it!! Someone cared about him? Someone, totally perfect, CARED ABOUT HIM??!!
- F) Steve went home from school, thoughtful, that afternoon. Walking into the house, he took one look around. Both parents were passed out. He quickly gathered up his camping gear (装备), a jar of peanut butter, a loaf of bread, a bottle of water, and this time ... his schoolbooks. He headed for the woods.
- G) The following Monday he arrived at school on time, and he waited for Miss White to enter the classroom. She walked in, all sparkle and smiles! God, she was beautiful! He yearned for her smile to turn on him. It did not. Miss White immediately gave a quiz on the weekend homework. Steve hurried through the test, and was the first to hand in his paper. With a look of surprise, Miss White took his paper. Obviously puzzled, she began to look it over. Steve walked back to his desk, his heart pounding within his chest. As he sat down, he couldn't resist another look at the lovely woman. Miss White's face was in total shock! She glanced up at Steve, then down, then up. Suddenly, her face broke into a bright smile. The smartest boy in the seventh grade had just passed his first test!
- H) From that moment nothing was the same for Steve. Life at home remained the same, but life still changed. He discovered that not only could he learn, but he was good at it! He discovered that he could understand and retain (能记住) knowledge, and that he could translate the things he learned into his own life. Steve began to excel! And he continued this course throughout his school life.
- I) After high school Steve joined the Navy, and he had a successful military career. During that time, he met the love of his life, he raised a family, and he graduated

from college. During his Naval career, he inspired many young people, who without him, might not have believed in themselves. Steve began a second career after the Navy, and he continues to inspire others, as an associate professor in a nearby college. Miss White left a great legacy (财产). She saved one boy who has changed many lives. You see, it's simple, really. A change took place within the heart of one boy, all because of one teacher, who cared.

(803 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. Encouraged by the teacher, Steve took his schoolbooks to the woods where he studied alone.
- _____ 2. Miss White felt excited when Steve passed his first test.
- _____ 3. Steve helped a lot of young people build up their confidence.
- _____ 4. Steve never handed in his homework, which always bothered Miss White.
- _____ 5. Miss White tried to encourage Steve after he failed in the test.
- _____ 6. Steve didn't pass any tests before Miss White turned up.
- _____ 7. Steve was the first one to finish the test on the weekend homework.
- _____ 8. Steve found that not only was he good at learning, but he could also translate