



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



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

(高级本)

学生用书

2

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全新的理念 全新的材料 全新的语言

- 为配合《大学英语教学大纲》(修订本)的实施;
- 为适应社会对大学英语教学提出的更高要求;

上海外语教育出版社在新世纪之初隆重推出《大学英语》(全新版)系列教材,为促进我国大学英语教学再作贡献。

集体智慧的结晶: 全套教材由复旦大学、北京大学、华东师范大学、中国科技大学、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、苏州大学等著名院校的资深教授及英语教学专家合作编写而成。

全面合理的课程组合: 系列教材由综合、听说、阅读、快速阅读四种教程及语法手册组成。另有前四种教程的预备级教材供起点较低的学生使用。各教程互相呼应,构成有机整体。

兼顾语言能力与综合应用能力的培养: 系列教材以《综合教程》为核心。每单元围绕一个反映当代生活实际的主题展开,配以《听说教程》、《阅读教程》及《快速阅读》,指导学生深入全面地获取并掌握与各主题有关的语言文化知识及丰富的语料,并针对该现实主题充分进行语言综合应用能力的训练。

素质培养与成功应试的双赢策略: 各教程均设一定量的类似四、六级考试题型的练习,并将《综合教程》的Test Yourself设计成CET考卷形式,让学生在学习语言知识、训练语言应用能力的同时,熟悉CET考试的形式与要求,以达到素质培养与应试准备两不误的目标。

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主编 柯彦玢

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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。

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。

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3月

关于《阅读教程》(高级本)的编写和使用

1. 编写宗旨

本教程为学生提供较系统的、丰富多彩的课外阅读材料,旨在培养和提高学生的英语阅读能力,扩大学生的知识面和词汇量,从而增进学生的理解和欣赏水平。

2. 全书框架

全教程共分六册,每册配有一册教师用书。

每册分8个单元,每单元有3课,共24课。每课包括以下几个部分:

1) 课文前设有Introduction,以便学生对课文的主要内容和背景知识有一个大概的印象,既解决阅读课文时遇到的部分困难,又能提高阅读兴趣。

2) 注解采用边注的形式,列出所有可能对阅读形成障碍的单词和词组,用中文或英文解释。采用边注是为了节省时间、方便阅读、降低难度。应鼓励学生边读边猜词的意思,猜不出再看边注。详细列出单词和词组的目的是使学生把更多的时间和精力转向语言的其他方面,加强对课文的整体意识。部分简单词汇不作注解,但收入附录的Glossary。发音相同而释义不同的词汇只在首次出现时注明音标。

3) 课文后设Reading Skill,内容包括根据上下文猜测词义的练习和根据课文特点设计的、能解决本课阅读难点的阅读技能练习。安排这部分内容是为了使学生对课文的篇章结构及语言特点等有一个比较清醒的认识,把词语的学习与词语的语境紧密联系起来。

4) 多项选择练习的目的是引导学生加深对课文的理解。

5) 英译汉练习的目的是通过翻译加强对课文的理解,所选句子均为课文中的难点。

6) 思考题是要锻炼学生的分析、归纳的能力。

每册书最后附有总词汇表,供学生查找和记忆。表中标星号(*)的属于大学英语教学大纲通用词汇表(1-4级)所列词汇,标三角号(▲)的属于大学英语教学大纲通用词汇表(5-6级)所列词汇。无记号者为纲外词汇。

3. 答谢

本教程由北京大学英语系大学英语教研室组织编写,除主编外,张砚秋、董欣老师协助选材,英国专家 Anthony J. Ward 审阅了本书,并提出了许多宝贵的意见,在此一并表示深深的谢意。

编 者

2002 年 3 月

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UNIT ONE

1. How to Write a Personal Letter

Garrison Keillor

Introduction

The convenience of the telephone results in less writing in our daily life. And many people are glad to be saved the trouble of letter writing. But the author of the following essay declares that, as a means of communication, letters have many advantages over phone calls. By following his tips here, one will find it easy to write a personal letter. Read on and see if this advertisement for International Paper is convincing.

Text

We shy persons need to write a letter now and then, or else we'll dry up¹ and blow away.² It's true. And I speak as one who loves to reach for the phone, dial the number, and talk. I say, "Big Bopper³ here—what's shakin', babes?" The telephone is to shyness
5 what Hawaii⁴ is to February, it's a way out of the woods, and yet: a letter is better.

Such a sweet gift — a piece of handmade writing, in an en-

- 1. dry up (俚语) stop talking
- 2. blow away disappear
- 3. bopper /'bopa/ n. (英语) 疯狂即兴爵士乐手
The Big Bopper: American pop singer, Files Perry Richardson Jr.
- 4. Hawaii /ha:'waii/ 夏威夷州

velop that is not a bill, sitting in our friend's path when she trudges⁵ home from a long day spent among wahoos⁶ and savages, a day our words will help repair⁷. They don't need to be immortal,⁸ just sincere. She can read them twice and again tomorrow: *You're someone I care about, Corinne, and think of often and every time I do you make me smile.*

We need to write, otherwise nobody will know who we are. They will have only a vague impression of us as A Nice Person, because frankly, we don't shine at conversation, we lack the confidence to thrust our faces forward and say, "Hi, I'm Heather Hooten, let me tell you about my week." Mostly we say "Uh-huh" and "Oh really." People smile and look over our shoulder, looking for someone else to talk to.

So a shy person sits down and writes a letter. To be known by another person — to meet and talk freely on the page — to be close despite⁹ distance. To escape from anonymity¹⁰ and be our sweet selves and express the music of our souls.

Same thing that moves a giant¹¹ rock star to sing his heart out in front of 123,000 people moves us to take ballpoint in hand and write a few lines to our dear Aunt Eleanor. *We want to be known.* We want her to know that we have fallen in love, that we quit our job, and we're moving to New York, and we want to say a few things that might not get said in casual¹² conversation: *thank you for what you've meant to me, I am very happy right now.*

The first step in writing letters is to get over the guilt of not writing. You don't "owe" anybody a letter. Letters are a gift. The burning shame¹³ you feel when you see unanswered mail makes it harder to pick up a pen and makes for¹⁴ a cheerless letter when you finally do. *I feel bad about not writing, but I've been so busy, ect.* Skip¹⁵ this. Few letters are obligatory, and they are *Thanks for the wonderful gift and I am terribly sorry to hear about George's death and Yes, you're welcome to stay with us next month,* and not many more than that. Write those promptly¹⁶ if you want to keep your

5. trudge /trʌdʒ/ vi. 沉重地走

6. wahoo /waɪ'hu:/ n. 泛指的美
国植物

7. repair vt. 使恢复生气

8. immortal /ɪ'mɔ:tl/ a. 不朽

9. despite /dɪs'paɪt/ prep. 不
管, 尽管

10. anonymity /,ænə'nɪmɪti/ n. 无名

11. giant /'dʒaɪənt/ a. 巨大

12. casual /'kæʒjuəl/ a. 随便

13. burning /'bɜ:nɪŋ/ a. 强烈
~ shame: 奇耻大辱

14. make for result in

15. skip /skɪp/ vt. 略过

16. promptly /'prɒptli/ ad.
及时

friends. Don't worry about the others, except love letters, of course. When your true love writes *Dear Light of My Life, Joy of My Heart, O Lovely Pulsating Core*¹⁷ of My Sensate¹⁸ Life, some response is called for.

- 45 Some of the best letters are tossed off¹⁹ in a burst of inspiration, so keep your writing stuff in one place where you can sit down for a few minutes and *Dear Roy, I am in the middle of an essay for International Paper but thought I'd drop you a line.*²⁰ *Hi to your sweetie too dash off*²¹ a note to a pal. Envelopes, stamps, address book,
50 everything in a drawer so you can write fast when the pen is hot.

- A blank²² 8 " × 11 " sheet can look as big as Montana²³ if the pen's not so hot — try a smaller page and write boldly. Or use a note card with a piece of fine art²⁴ on the front; if your letter ain't good, at least they get the Matisse.²⁵ Get a pen that makes a sensuous
55 line,²⁶ get a comfortable typewriter, a friendly word processor — whichever feels easy to the hand.

- Sit for a few minutes with the blank sheet in front of you, and meditate on²⁷ the person you will write to, let your friend come to mind until you can almost see her or him in the room with you.
60 Remember the last time you saw each other and how your friend looked and what you said and what perhaps was unsaid between you, and when your friend becomes real to you, start to write.

- Write the salutation²⁸ — *Dear you* — and take a deep breath and plunge in.²⁹ A simple declarative sentence will do, followed by another and another and another. Tell us what you're doing and tell it like what you were talking to us. Don't think about grammar, don't think about lit'ry style,³⁰ don't try to write dramatically, just give us your news. Where did you go, who did you see, what did they say, what do you think?

- 70 If you don't know where to begin, start with the present moment: *I am sitting at the kitchen table on a rainy Saturday morning. Everyone is gone and the house is quiet.* Let your simple description

17. core /kɔ:/ n. 核心

18. sensate /'senseɪt/ a. 可感知的

19. toss /tɒs/ vt. 扔, 抛
- off: write quickly without effort

20. drop sb. a line write sb. a short letter

21. dash off write hastily

22. blank /blæŋk/ a. 空白的

23. Montana /mɒn'tænə/ 蒙大拿州(美国)

24. fine art 美术品

25. the Matisse a painting of Matisse 马蒂斯(1869-1954) 法国画家

26. sensuous /'sensjuəs/ n. 有美感的 - line 线条优美

27. meditate /'medɪteɪt/ vi. (on) 沉思

28. salutation /sælju'teɪʃən/ n. 称呼

29. plunge /plʌndʒ/ vi. 投入
- in (急忙) 开始干

30. literary style 文体