

NEW

A New Intensive Reading Course

新编 英语 精读 教程

主 编 · 李经纬

(第 1 册)

西安交通大学出版社

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主 编 李经纬
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内 容 简 介

本教材由解放军外国语学院英语系组织多名富有教学经验的专家教授编写,供英语本科生或有一定英语基础的自学者使用。语言标准规范、新颖生动,信息量大,时代感强,充分体现了当代英语的面貌和特点。所选文章有较深的思想内涵,融知识性和趣味性于一体。大部分课文选自 20 世纪 80 年代以后出版的英美报刊、书籍上的文章。题材广泛,包括科技、自然、文化、军事、体育、经贸等方面的文章。体裁以叙事文和议论文为主,兼顾小品、杂文和人物传记。练习形式多样,重点和难点分布合理,详略得当,内容编排紧扣高等学校英语专业教学新大纲,布局科学合理,有利于培养学生扎实的英语语言基础和熟练运用英语的基本技能。

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前言

《新编英语精读教程》是根据解放军外国语学院2000年新修订的本科教学计划(大纲)编写的英语主干教材之一。其对象为英语本科一、二年级学生,也可供科技英语和程度相当的函授学生使用。全书共分四册,每一册使用一学期。

本书为第一册,共有12课,每课由下列几个部分组成:(1)预习(Preview)以问题的形式对课文的难点和重点进行适当的引导,从而为准确理解全篇课文作好准备。问题的设计具有一定的针对性,例如:关于课文题目、文章的主旨、段落的划分,以及对段落大意等方面的提问。(2)课文A(Text A)是选取的精读范文,作为语言输入的主要渠道和学习重点;课文B(Text B)在主题和内容方面与课文A相近,作为对后者的补充,以满足程度较高的学生的需要。(3)课文注释(Notes to Text A)一般包括作者简介,相关的背景知识和部分超过学生实际理解水平的语言难点。为便于学生理解部分注释采用中文。(4)生词表(New Words)除了中学所学的单词之外均列出,其中包括注音、词性和中文释义。(5)短语(Phrases and Expressions)从课文A中提取,以常用的为主,释义以本义为主,兼顾特殊意义。(6)课文理解(Understanding the Text)是针对课文理解设置的选择题,其目的是培养和训练学生对课文的整体把握和对个别关键细节的理解。另外,还包括出现在特定语境中的词语的释义和选择判断。(7)语音练习(Phonetic Exercises)将必要的语音训练融合其中,例如单词重音、语句重音、连读、不完全爆破等。该项练习所用素材绝大部分取自课文A。(8)词汇与结构(Vocabulary and Structure)包括构词练习,同义词和近义词的辨析,词汇和短语填空,句型模仿,句子翻译(汉译英),改错,语法填空,如时态、语态、情态等,完形填空,总共7项内容。书后附录列出中学所学大约2 000词汇表和本册总词汇表。

本教程的目的是培养学生扎实的英语语言基础和熟练运用英语的基本技能,重在对外语语篇的分析和准确理解,兼顾英语国家文化知识的传授。本教程的编写原则是注重语言基本功的训练,但不大包大揽,也就是说,单项技能的培养,如阅读、听力、口语、写作分别由单设课程来解决。我们认为,综合运用英语进行交际的能力难以通过一门课程来解决,特别是指较高层次意义上的交际能力。它需要多门课程的系统训练才能得以实现。因此,我们认为英语精读课程的任务

应侧重于帮助学生打好英语语言基础,为其牢固掌握语言规则、准确熟练运用语言提供必要的实践机会。通过阅读精选的范文和一定量的语言练习,使学生既弄懂和学会语言形式规则,同时又能熟悉和掌握语言运用规律。

本书所选编的课文和部分练习与我院原精读教材相比有较高的难度。其目的是想保持本教材的生命力和一定的超前性,以跟上我国英语教学快速发展的步伐。为了帮助学生提高阅读能力、分析问题和解决问题的能力,我们认为有必要选取有一定难度的文章来激发学生的学习热情,增强他们的语感,为启发他们深入思考提供充裕的素材和广阔的空间。这样,有助于发挥学生的潜力,培养他们的创造力。

本书课文选自当代英、美报刊书籍和互联网上的资源,其中绝大部分是20世纪80、90年代的作品。为了便于教学我们对部分课文进行了删节和修改。我们力求课文的题材和体裁多样,内容充实,语言地道,融知识性和趣味性于一体,从而有利于调动学生的学习积极性。

在编写本书的过程中,解放军外国语学院的部分、系领导李绍山教授和程工教授以及三系二教的许多教师都给予了热情的关心和有力的支持;冯翠华教授亲自参与了本教材的试用工作并提出了中肯的意见;英国专家Pete Marchetto审校了该册部分练习。我们在此一并表示感谢。由于我们水平有限,书中会有不少错误和不妥之处,希望得到专家和同行们的指正。

编者

2002年8月



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Lesson 1

Preview

1. How does the author organize the text? What devices does she use to link different parts of the text?
2. What did the author want to do after her parents left her on campus?
3. What did the author do the day before classes began? Why?
4. What problem confronted her the next morning? How did she solve it?
5. Did she leave when she found she was in the wrong room? Why did she make that decision?
6. Describe the reaction of the other students when the author slipped and fell in the cafeteria.
7. Why did the author say she viewed college as a wonderful experiment?
8. Do you agree with the author's opinion about college? Give your reasons.
9. What do you think is the theme of the text?
10. How did you feel the first day when you arrived on campus? Tell your partner about your own experience.



Fresh Start

Evelyn Herald

■ When my parents drove off, leaving me standing pitifully in a parking lot, I wanted nothing more than to find my way safely to my dorm room. My plan

was to keep my ears open and my mouth shut and hope no one would notice I was a freshman. With that thought in mind, I raised my head, squared my shoulders, and set off in the direction of my dorm, glancing twice at the campus map clutched in my hand. It took everything I had not to stare when I caught my first glimpse of a real live college football player. What confidence, what reserve, what muscles! I only hoped his attention was drawn to my air of assurance rather than to my shaking knees.

■ I spent the afternoon seeking out each of my classrooms so that I could make a perfectly timed entrance before each lecture without having to ask dumb questions about its whereabouts.

■ The next morning I found my first class and marched in. Once I was in the room, however, another problem awaited me. Where to sit? *Freshman Manuals* advised sitting near the front, showing the professor an intelligent and energetic demeanor. After much deliberation, I chose a seat in the first row and to the side. I was in the foreground, but out of the professor's direct line of vision.

■ "Welcome to Biology 101," the professor began. A cold sweat broke out on the back of my neck. I groped for my schedule and checked the room number. I was in the right room, but just the wrong building.

■ So now what? Get up and leave in the middle of the lecture? Wouldn't the professor be angry? I knew everyone would stare. Forget it. I settled into my chair and tried to assume the scientific pose of a biology major, bending slightly forward, tensing my arms in preparation for furious note-taking, and cursing under my breath.

■ After class I hurried to the cafeteria. I piled my tray with sandwich goodies and was heading for the salad bar when I accidentally stepped in a large puddle of ketchup. Keeping myself upright and getting out of the mess was not easy. I lost my balance.

■ In the seconds after my fall I thought how nice it would be if no one had noticed. But as all the students in the cafeteria came to their feet, table by table, cheering and clapping, I knew they had not only noticed, they were determined that I would never forget it. Slowly I kicked off my ketchup-soaked sandals and jumped clear of the toppled tray and spilled food. A cleanup-brigade came charging out of the kitchen, mops in hands. I sneaked out of the cafeteria as the cheers died down behind me.

■ For three days I dined alone on nothing more than humiliation, shame, and an assortment of junk food from a machine strategically placed outside my room. On the fourth day I couldn't take another bite. I needed some real food. Perhaps three days was long enough for the campus population to have forgotten me. So off to the cafeteria I went.

■ I made way through the food line and tiptoed to a table. Suddenly I heard a crash that sounded vaguely familiar. I looked up to see that another poor soul had met the fate I'd thought was reserved only for me. I was even more surprised when I saw who the poor soul was: the upper-class football player I'd seen just days before. He got up, grinning from ear to ear. I expected him to slink out of the cafeteria as I had, but instead he turned around and began preparing another tray. And that's when I realized I had been taking myself far too seriously.

■ Who cared whether I dropped a tray, where I sat in class, or even whether I showed up in the wrong lecture? Nobody. This wasn't like high school.

■ Once I recognized that I had no one's expectations to live up to but my own, I relaxed. I began to view college as a wonderful experiment. I tried on new experiences like articles of clothing, checking their fit and judging their worth. I broke a few rules to test my conscience. I dressed a little differently until I found the Real Me. I discovered a taste for jazz, and I decided I liked going barefoot.

■ I gave up trying to act my way through college (this wasn't drama school) and began not acting at all. College, I decided, was probably the only time I would be completely forgiven for massive mistakes (including stepping in puddles of ketchup and dropping food trays). So I used the opportunity to make all the ones I thought I'd ever make.

■ Three years after graduation, I'm still making mistakes. And I'm even being forgiven for a few.

Notes

1. Notes to Text A

1. This text is adapted from an essay in *Nutshell Magazine*, a publication written for college students and distributed free on campus. Little is known about the author.
2. I spent the afternoon seeking out each of my classrooms. :In American colleges

and universities, students usually don't have fixed classrooms. Instead, they go to different classrooms to attend different lectures.

3. *A Freshman Manual* is a thin book, in which are listed instructions and advice specially prepared for first-year students.
4. I tried to assume the scientific pose of a biology major. : I tried to put on airs, pretending to be a biology student.
5. For three days I dined alone on nothing more than humiliation, shame and an assortment of junk food. : In this sentence, one preposition is followed by more than one object. This is a figure of speech. It is called zeugma(轭式搭配法), by which one word is made to modify or govern two or more words of different senses in the same sentence. For example, many old people were gathering in the hall *for comradeship and a hot lunch*.
6. I dressed a little differently until I found the Real Me. : I tried on different kinds of clothes until I got the right kind which suited me.
7. I gave up trying to act my way through college. : I stopped pretending to be what I was not and decided to spend my days seriously in college.

2. New words

1. pitifully /'pitifəli / *adv.* 可怜地, 令人怜悯地
2. dorm /dɔ:m / *n.* [美口] 宿舍 (= dormitory)
3. freshman /'frefmən / *n.* 大学一年级学生
4. square /skwɛə / *vt.* 抬平(肩膀等)
5. campus /'kæmpəs / *n.* 校园; 大学
6. clutch /klʌtʃ / *vt.* 紧抓, 紧握
7. glimpse /glimps / *n.* 一瞥, 一看
8. live /laiv / *adj.* 真的, 活生生的
9. confidence /'kɒnfɪdəns / *n.* 信心, 自信
10. reserve /ri'zəv / *n.* 矜持, 寡言 *vt.* 保留
11. muscle /'mʌsəl / *n.* 肌肉
12. assurance /ə'ʃʊərəns / *n.* 自信, 镇定
13. dumb /dʌm / *adj.* [美口] 愚蠢的, 笨的
14. whereabouts /'weərəbaʊts / *n.* 所在之处, 下落
15. await /ə'weɪt / *vt.* 等待
16. manual /'mænjuəl / *n.* 手册
17. intelligent /'ɪntelɪdʒənt / *adj.* 聪明的, 有智慧的

18. energetic /ˌenədʒetɪk / *adj.* 精力充沛的, 充满活力的
19. demeanor /dɪˈmiːnə / *n.* 行为, 举止; 态度, 风度
20. deliberation /dɪlɪbəˈreɪʃ(ə)n / *n.* 考虑, 细想
21. foreground /ˈfɔːgraʊnd / *n.* 最突出的位置, (景物、图画等的) 前景
22. vision /ˈvɪʒən / *n.* 视力, 视觉
23. grope /ɡrəʊp / *vi.* 摸索
24. schedule /ˈʃedʒuːl, ˈskedʒul / *n.* 时间表, 课程表
25. assume /əˈsjʊːm / *vt.* 装出, 假装
26. pose /pəʊz / *n.* 姿势, 姿态
27. major /ˈmeɪdʒə / *n.* (大学) 某专业的学生
28. tense /tens / *vt.* 使绷紧, 使紧张
29. preparation /ˌprepəˈreɪʃən / *n.* 准备
30. furious /ˈfjuəriəs / *adj.* 紧张的, 猛烈的, 激烈的
31. curse /kɜːs / *vi.* 诅咒, 咒骂
32. cafeteria /ˌkæfɪˈtɪəriə / *n.* 自助餐厅
33. tray /treɪ / *n.* (浅) 盘, 托盘
34. goody /ˈɡʊdi / *n.* [口] 好吃的东西
35. salad /ˈsæləd / *n.* 色拉, 凉拌菜
36. accidentally /ˌæksɪˈdentli / *adv.* 意外地, 偶然地
37. puddle /ˈpʌdl / *n.* 水坑
38. ketchup /ˈketʃəp / *n.* 调味蕃茄酱
39. upright /ˈʌpraɪt / *adj.* 挺直的, 垂直的
40. mess /mes / *n.* 凌乱, 脏乱
41. balance /ˈbæləns / *n.* 平衡
42. soak /səʊk / *vt.* 把……浸湿, 浸泡
43. sandal /ˈsændl / *n.* 凉鞋, 便鞋
44. topple /ˈtɒpəl / *vt.* 打翻, 推翻
45. spill /spɪl / *vt.* 使溢出, 使溅出
46. cleanup *n.* 清扫, 扫除
47. brigade /brɪˈgeɪd / *n.* (执行特定任务的) 队
48. charge /tʃɑːdʒ / *vi.* 冲锋, 向前冲
49. mop /mɒp / *n.* 拖把
50. sneak /sniːk / *vi.* 偷偷地走, 溜
51. dine /daɪn / *vi.* 吃饭, 进餐
52. humiliation /hjuːmɪliˈeɪʃən / *n.* 羞辱, 屈辱

53. assortment /ə'sɔ:tmənt / *n.* 各种各样
54. junk /dʒʌŋk / *n.* [口]无用(或无价值)的东西,垃圾
55. strategically /strə'ti:dʒikli / *adv.* 具有战略意义地,策略地
56. tiptoe /'tiptəu / *vi.* 踮起脚走,蹑手蹑脚地走
57. crash /kræʃ / *n.* 撞击声,爆裂声
58. vaguely /'veigli / *adv.* 模糊地
59. upper-class /'ʌpə'klɑ:s / *adj.* [美](大学或中学)高年级的
60. grin /grin / *vi.* 咧嘴而笑
61. slink /sliŋk / *vi.* 溜走
62. expectation /ekspek'teɪʃ(ə)n / *n.* 期待,预期;期望,瞩望
63. relax /rɪ'læks / *vi.* 放松,变得轻松
64. conscience /'kɒnʃəns / *n.* 良心,道德心
65. jazz /dʒæz / *n.* 爵士乐
66. barefoot /'beəfut / *adv.* 赤着脚
67. drama /'drɑ:mə / *n.* 戏剧,戏剧艺术
68. massive /'mæsɪv / *adj.* 巨大的
69. opportunity /ɒpə'tju:nɪti / *n.* 机会,时机

3. *Phrases and expressions*

1. nothing more than 只不过,不多于
2. to keep one's ears open and mouth shut 多听少说
3. with ... in mind 把……记在心上;心中记着……
4. to square one's shoulders 挺直腰板
5. to set off in the direction of 朝……方向出发
6. to glance at 看一下,浏览
7. to catch a glimpse (of) 对……一瞥,瞥一眼
8. to draw one's attention to 引起某人注意
9. after much deliberation 经过深思熟虑后
10. to grope for 探索
11. in the middle of 在……中间
12. to assume ... pose of 摆出……的样子(架子)
13. in preparation for 准备
14. to curse under one's breath 轻声诅咒
15. to head for 朝……方向去
16. to lose one's balance 失去平衡

17. to come to one's feet 站起来
18. to kick off 踢掉
19. to sneak out of 溜出, 悄悄离开
20. to die down 逐渐减弱, 逐渐模糊
21. an assortment of 各种各样的
22. to make one's way to (through) 朝……方向走去; 穿过
23. to meet one's (the) fate 遇到……的命运
24. to grin from ear to ear 咧嘴笑
25. to take ... seriously 认真对待; 非常看重
26. to show up 到场; 出现

Exercises



Understanding the Text

1. Choose the best answer to each of the following questions.

- (1) It took everything I had not to stare. . .
 - A. It was very difficult for me not to stare. . .
 - B. I would have given everything in order to stare. . .
 - C. I was unwilling to stare. . .
- (2) I only hoped his attention was drawn to my air of assurance rather than to my shaking knees. My knees were shaking because
 - A. I was excited.
 - B. I was nervous.
 - C. I was afraid.
- (3) They were determined that I would never forget it.
 - A. They were sorry to see me suffer.
 - B. They meant me to forget about it.
 - C. They meant to make me too embarrassed ever to forget it.
- (4) When did the author write the essay?
 - A. During her first semester at college.
 - B. Just before her graduation.
 - C. 3 years after graduation.

2. Choose the one answer that best explains the italicized part.

- (1) I tried to assume the scientific pose of a biology *major* . . .
 A. an officer of middle rank in the armed forces
 B. a university student who specializes in a certain subject
 C. a special subject taken by a student at a university
- (2) . . . and *cursing under my breath* .
 A. swearing quietly
 B. blaming myself in a low voice
 C. secretly blaming the professor and other students in the room
- (3) . . . and an assortment of junk food from a machine *strategically* placed outside my room.
 A. as if carefully planned
 B. very near
 C. both A and B
- (4) I expected him to *slink out* of . . .
 A. to go away quietly and secretly, as if fearful
 B. to go out as if shameful
 C. both A and B



Phonetic Exercises

1. Read aloud the following for a review of the front vowels.

[æ]

act	jazz	add	fact	hand
clap	clasp	crack	mat	campus
salad	sandal	shackle	sandwich	massive
sat at the back	come back at night	lag behind		
hand in hand	black and white	a hat I once had		
drive like mad	have salad	more facts than imagined		

[e]

set	get	went	mess	held
head	sweat	check	when	dress
step	next	test	settle	bending
schedule	never	lecture	whether	measure

meadow	penetrate	recognize		
went to bed at ten		a mess in their bedroom	held his head high	
take the next step		neglect the weather	check again and again	
blood and sweat		a test for freshmen		
[i:]				
she	me	seat	feet	been
leave	keep	need	real	seek
each	three	sneak	people	even
cleanup	equal	feature		
swim in the sea		when he sees me	reveal a secret	
leave some seats		senior leaders	as busy as bee	
keep the key		English people	eat and sleep	
[i]				
fit	sit	live	kick	crisp
slink	middle	hurry	spill	kitchen
vision	little	pity	confidence	history
lipstick				
massive mistake	in the middle of the meeting		pay a quick visit	
pretty busy	spring in Britain		difficult to deal with	
spilt the milk	hit the pig			

2. Read aloud the following words with special attention to the stress.

consider	mature	distinct	without
mistake	forget	another	before
await	attempt	behind	attention
however	collapse	machine	compose
impression	direction	biology	expect
surprise	experience	familiar	interpret
embarrass	professor	assortment	brigade

3. Read aloud the following pairs of words, paying attention to the differences in stress.

determine — determination	accident — accidentally
prefer — preference	expect — expectation
reserve — reservation	prepare — preparation

compose — composition

equal — equality

major — majority

distinct — distinction

deliberate — deliberation

energy — energetic

graduate — graduation

impress — impressive



Vocabulary and Structure

1. Word building

(1) Form the antonyms of the following words by adding the prefixes *un-* or *in-* (*im-*) like the examples given below:

EXAMPLES: sure — unsure; secure — insecure.

safe

direct

expected

familiar

real

complete

prepared

perfect

(2) Give the verb forms of the following nouns:

direction

assurance

entrance

deliberation

humiliation

expectation

graduation

recognition

(3) Give the noun forms of the following verbs:

attend

settle

judge

decide

assume

move

relax

act

2. Note the differences among the words or phrases in the following groups and fill in the blanks with the appropriate ones in their proper forms.

(1) *nothing more than* ; *no more than* ; *other than* ; *rather than* ; *none other than*

A. As a result of his youthful indifference to study, he ended up with _____ huge failure in his later life.

B. The person standing there giving a speech is _____ my sister.

C. You can hardly see peonies in cities _____ Luoyang and Heze in China.

D. His service in the army added up to _____ twenty-five years.

E. _____ go home, he went to Hangzhou for sightseeing during the summer holidays.