



普通高等教育“十一五”国家级规划教材



大学英语阅读 2 教程

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College English Reading



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前言

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,并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。

《大学英语阅读教程》(南方版)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等积极作用。

《大学英语阅读教程》(南方版)共分四册,每册有24课。每册的选材主题广泛,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:** 主课文长度在1000单词左右。

3. **生词标注:** 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;同时对四、六级词汇进行标注,加强学生对这些词汇的记忆。

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。题型的设计与四、六级考试一致,提高学生的应试能力。

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。

为方便授课教师测评,我们特向使用本教材的教师免费赠送课后练习参考答案。您可将您的(1)供职学校,(2)所在院系,(3)学校地址,(4)所教科目及年级,(5)班级人数,(6)通讯地址及邮编,(7)联系电话等详细信息发至以下邮箱,我们将及时与您联系。

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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 re-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

*laser

激光

*pound

砰砰直跳

tough-guy

硬汉

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

The coach, Joe Ehrmann, is a former NFL star, now 55 and

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

gold-rimmed Δ
金边的
a mountain of
高大的, 伟岸的
*whistle 口哨
in unison
齐声

commitment
承诺
(*commit v.
犯, 干)
pep rally
呐喊助威的人群

Δ lofty 崇高的

*résumé 简历
defensive
coordinator
防卫协调者

inner-city
市中心的

*launch
发起

opinion leader
舆论引导人

*virtually
实际上, 几乎
trace back
追溯到

tear down
推倒, 摧毁

held up
被当做

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**.

"What is our job as coaches?" Ehrmann asks.

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

"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?

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

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.

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.

"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. Gentle. 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.

Why does the writer here quote their dialogue?

What is the usage of the question mark here?

What are the differences between Ehrmann and other coaches?

What does the signature philosophy of Gilman football refer to?

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

“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**.

*status 身份
*ultimately
最终
represent
体现,代表

“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.

*powerful
强有力的

“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.

first and
foremost 首先

“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.

They stress that Gilman football is all about living in a community. It is about fostering relationships. It is about learning the

How does
Ehrmann
define
“strategic
masculinity”?

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

*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

*file into
鱼贯而入,一个接一个进入

*grace
优雅,恩赐

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

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.

"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

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?

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?"

"Well, we've had pretty good success," Ehrmann says. "But winning is only a **byproduct** of everything else we do—and it's

What is
Ehrmann's
code of
conduct for
manhood?

What are
these rules
that many
coaches
would
consider
ludicrous?

certainly not the way we evaluate ourselves.”

Win for Life

*press for
一再追问

Unless **pressed for** specifics, Ehrmann does not even mention that Gilman finished three of the last six seasons undefeated and No.1 in Baltimore. In 2002, the Greyhounds ranked No. 1 in Maryland and climbed to No. 14 in the national rankings.

Much more important to Ehrmann is the way that his team ends each season when nobody else is watching. Before the last game, each senior stands before his teammates and coaches to read an essay titled “How I Want To Be Remembered When I Die.”

*abuse
虐待; 滥用

Here is something linebacker David Caperna—reading from his own “obituary”—said last year: “David was a man who fought for justice and accepted the consequences of his actions. He was not a man who would allow poverty, **abuse**, racism or any sort of oppression to take place in his presence. David carried with him the knowledge and pride of being a man built for others.”

The most important coach in America sat back and smiled. Win or lose on the field of play, Joe Ehrmann had already scored the kind of victory that would last a lifetime.

(1433 words)

(打*的为四级词汇, 打△的为六级词汇)

POST-READING: SKILL DEVELOPMENT

A

Reading Comprehension Check

- In the article, the author is mainly arguing for _____.
 - a new method for coaching football players
 - the relationship between football and manhood
 - the genuine masculinity characterized by assuming responsibility, leading courageously and enacting justice on behalf of others proposed by a football coach Ehrmann
- When describing Joe Ehrmann as “a mountain of a man,” the author implies that _____.
 - Joe Ehrmann is of tall and sturdy stature
 - Joe Ehrmann has high prestige among his players
 - Both of the above

3. The “hard streets” refer to _____.
 A. firm and stiff roads in cities
 B. places where people live who have no home and where it is difficult to survive
 C. city streets full of heavy traffic
4. According to the article, what makes Joe Ehrmann the most important coach in America?
 A. He led his team to win the Maryland football championship in 2002.
 B. He challenged the traditional standard criteria of manhood and embodied his strategic masculinity in his coaching.
 C. He co-founded a few organizations to help the needy and the discriminated.
5. The bases of Ehrmann’s strategic masculinity are (1) _____, which means learning (2) _____ (3) _____, and (4) _____ (5) _____ (6) _____, and having some kind of cause, which is beyond (7) _____ wishes and lusts, implying (8) _____ (9) _____.
6. According to Ehrmann, the traditional standard criteria for manhood, including (1) _____ (2) _____, (3) _____ (4) _____, and (5) _____ (6) _____ are somehow at the root of every problem facing us today, because they lead to (7) _____ and (8) _____ between men in all fields so as to destroy the concept of (9) _____.
7. The greatness expected by Ehrmann and Poggi out of the players is _____.
 A. they will maintain the state champion and climb higher in the national rankings
 B. they become aware that bringing the most love and grace and healing to people is their ultimate goal
 C. they are taut with anticipation and purpose before a match

B

Reading Strategies

What Is the Topic

A topic is the subject of a reading passage. Topics are expressed in words or phrases. A title of a reading passage may be a topic. An issue that is discussed may be a topic. To find the topic of a piece of writing, you ask “what or who is this passage about?” The answer will be the topic. Take the following passage as an example.

Passage 1

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?

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What is the topic of this passage? Mark (✓) the best choice.

- | | |
|--|--|
| <input type="checkbox"/> a. love and grace | <input type="checkbox"/> b. helping others |
| <input type="checkbox"/> c. lunching with others | <input type="checkbox"/> d. affecting others’ life |

Passage II

One healthy way to deal with your anger (one that works great with parents in particular) is the cool down approach. Here it is in four easy steps:

1. When something gets you really steamed, try to stop, calm down, and think before you do or say anything.
2. Once you’re calm, try to say what the problem is and how it makes you feel. (“Mom, I don’t like it when you hand out a punishment before you’ve even given me the chance to do what you’ve asked. It makes me feel like a little kid.”)
3. Try to think of some solutions and what the consequences of the solutions would be (one solution here would be not cleaning your room—but if you thought about it, you’d see where that would get you).
4. Explain your solution and try to put it into action. (“In the future, would you please tell me what you’d like me to do first and wait to see if I do it before you threaten punishment?”)

What is the topic of this passage? Mark (✓) the best choice.

- | | |
|--|---|
| <input type="checkbox"/> a. healthy | <input type="checkbox"/> b. solutions |
| <input type="checkbox"/> c. the cool down approach | <input type="checkbox"/> d. punishment for laziness |

Passage III

The Romans had primary schools and secondary schools, just like us. A Roman primary school was called a ludus, and children started school when they were 6 years old. A Roman school would often be nothing more than a one-man setup. This would usually be a small room or even a shop booth in the marketplace that would be open to the street with only a curtain for a door. In school the basic education for a boy would include law, morality, and physical training. This was to prepare him for the role he would play in society and in the army. If a free Roman were taught basic arithmetic, it rarely went beyond addition and subtraction. The Roman numbering system was very difficult; one

had to use an abacus to do most math. The curriculum for young children was limited to the three Rs. There were no primers, so students began with sophisticated adult works like the Twelve Tables of the law, a translated *Odyssey*, or the *Aeneid*. When they were 11, boys went to a grammaticus, but girls remained at home (Education for Roman girls evidently was limited to those of the upper class. They went to elementary schools to learn reading and writing but were not allowed to pursue higher studies with philosophers, mathematicians, or rhetoricians). This was because girls usually got married when they were 12, and were not expected to need an education.

What is the topic of this passage? Mark (✓) the best choice.

- ☐ a. Roman education for children
- ☐ b. difference between primary school and secondary school in Rome
- ☐ c. different education for Roman boys and girls
- ☐ d. the curriculum for young children



Reading Afterthoughts

Think of the following questions. If possible, discuss them with your classmates and the instructor.

1. In your view, what are the standard criteria for a real man?
2. In reality, do you think for a football coach winning is only a byproduct rather than the goal?
3. Why do you think the author associates measurements of manhood with football playing?