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21 世纪高校英语专业基础课系列教材

英语阅读教程

南开大学外国语学院英语系教材编写组 编

(二)

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21 世纪高校英语专业基础课系列教材

英语阅读教程（二）

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前 言

我们谨将南开大学英语系集体智慧的结晶——《21 世纪高校英语专业基础课系列教材》奉献给广大的学生,奉献给崭新的 21 世纪。

这套教材是 2000 年教育部批准实施的《高等学校英语专业英语教学大纲》颁布后,国内出版的第一套英语专业基础课系列教材,共计 8 种,分两次出齐,包括:

- 1.《英语口语教程》
- 2.《英语阅读教程》(一、二)
- 3.《英语听力教程》(一、二)(含学生用书与教师用书)
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- 8.《高级英语教程》(一、二)(含学生用书与教师用书)

新世纪的教材应该有新世纪的特点。我们在教材编写中努力做到:全面贯彻新《大纲》,立足培养具有扎实的英语语言基础和广博的文化知识的复合型英语人才;反映当代科技、文化的最新成就;反映教学内容和课程体系改革的最新成果;在教材内容和体系上有明显特色。

系列教材编写工作难度大、时间紧、要求高。参加编写工作的所有教师兢兢业业,一丝不苟,历冬寒夏暑,始成此书。

我们倾全系之力编写这套教材,因为我们知道:我们正在为新世纪奉献自己的微薄之力。我们倾全系之力编写这套教材,因为我们相信:新世纪需要这样的教材。

这套教材得到了南开大学各级领导,尤其是学校教材建设委员会的关心和支持,并被列为教材重点建设项目;这套教材还得到了南开大学出版社的大力支持和帮助。

我们真诚地感谢所有关心、支持、帮助我们的朋友,我们真诚地欢迎批评和建议。

编者

2001 年 9 月
于南开大学

本书特色

为贯彻高等院校外语教学指导委员会 2000 年 3 月最新颁布的《高等学校英语专业教学大纲》精神,培养跨世纪的英语专业人才,我们组织编写了这套《英语阅读教程》。

《21 世纪英语专业阅读教程》收录的文章绝大多数来自国内外最新报刊杂志,内容广泛,涉及社会、政治、经济、文化、语言、科技、贸易等诸方面。该教材在编写过程中力求做到语言知识新、文章选材精、背景知识丰富,突出文章的学术性和实用性。我们在教材中除涉及一般文学、语言及生活内容的片段外,还选编了一些与现代科技、贸易密切相关的实用性文章,例如特别节选了一篇与 IT 行业代表 Yahoo 公司相关的文章,同时对搜索引擎的应用进行了介绍。这样读者在阅读中不仅能够提高语言应用技巧和培养良好的语感,而且还能够接触到最新科技信息,既拓宽了知识面,也开阔了视野。

该教材不仅提供了丰富的阅读材料,而且在每五个单元之间由浅入深地介绍了主要阅读技巧,使学生自如掌握和灵活运用所学技巧,从而提高整体阅读水平。同时,教材中还穿插了很多饶有趣味的图片,合理调整了文章布局,读来令人耳目一新。

全书共分为上下两册,每册 20 个单元,每一个单元由两篇主要阅读课文和三篇速读课文组成,共计约 200 篇文章。单元主要阅读课文后配有包括词汇、阅读理解、判断等在内的多种练习,形式灵活,紧密配合本书中教授的阅读技巧。

该教程适用于英语专业一、二年级的阅读课教学,也可作为非英语专业高年級的泛读教材。由于编者水平有限,书中如有错误和不当之处,请读者不吝指正。

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Reading Skill I Scanning

Scanning is a search for information which is of some special interest. A student has first to know the arrangement for information before he or she can start his or her search efficiently. Much of the reference material is arranged alphabetically. A dictionary, an encyclopedia, and index of a book, or a telephone directory is usually arranged alphabetically for easy and quick location of information. But not all material is arranged this way. TV programs, for instance, are listed by day and time. Historical data and tables may be listed by month and year. And sports pages of the newspaper are arranged by category: football, tennis, basketball, and so on.

At times if you are trying to locate specific information, you usually need not read the whole material carefully. What you have to do is try to find in which part that information is likely to be, then read this part with more attention. This is called "scanning". Scanning, in itself, is not a completely new thing to you though it is perhaps the first time that you heard of the term. It is a technique often used when you look up a word in a dictionary. The purpose in scanning, as you know, is to search for specific information quickly. Thus, a high rate of speed is essential. Once you have located the appropriate part of the material, you should try to learn the information in the least amount of time. You are supposed not to be distracted by words or ideas unrelated to the purpose of scanning.

Meanwhile, accuracy is just as essential as speed in scanning. Since you are looking for specific information, it is important that it be accurate. 100 percent accuracy, along with the first-rate speed, should be your goal in scanning practice.

However, "Skimming", another reading activity attack skill, refers to "reading quickly to get the main part of the significant details". But you have to extract these details where you find them, which are not necessarily at the top, while reading.

Exercise Read the following passages with the help of the reading attack skill—scanning, and then finish the exercises after each of the passage.

Passage 1

The common cold is the world's most widespread illness—which is probably why there are more myths about it than any of the other plagues that flesh is heir to.

The most widespread fallacy of all is that colds are caused by cold. They are not. They are caused by viruses passed on from person to person. You catch a cold by coming into contact, directly indirectly, with someone who already has one. If cold causes colds, it would be reasonable to expect the Eskimos to suffer from them permanently. But they do not. And in isolated arctic regions explorers have reported being free from colds until coming into contact again with infected people from the outside world by way of packages and mail dropped from airplanes.

During the First World War prisoners at the notorious Auschwitz concentration camp, naked and starving, were astonished to find that they seldom had colds.

At the Common Cold Research Unit in England, volunteers took part in experiments in which they submitted to the discomforts of being cold and wet for long stretches of time. After taking hot baths, they put on bathing suits, allowed themselves to be doused with cold water, and then stood about dripping wet in drafty rooms. Some wore wet socks all day while others exercised in the rain until close to exhaustion. Not one of the volunteers came down with a cold unless a cold virus was actually dropped in his nose.

If, then, cold and wet have nothing to do with catching colds, why are they more prevalent in the winter? Despite the most pains taking research, no one has yet found the answer. One explanation offered by scientists is that people tend to stay together indoors more in cold weather than at other times, and this makes it easier for cold viruses to be passed on.

No one has yet found a cure for the cold. There are drugs and pain suppressors such as aspirin, but all they do is relieve the symptoms.

1. According to the passage, there are more myths about the common cold than any other human disease because _____.
 - A. it spreads more quickly
 - B. it is the most widespread illness
 - C. the climate of the world is getting colder and colder
 - D. few people can catch colds
2. Which of the following is NOT true?
 - A. The Eskimos do not suffer from colds all the time.
 - B. Colds are not caused by cold.
 - C. People suffer from colds just because they like to stay indoors.
 - D. A person may catch a cold by touching someone who already has one.
3. Arctic explorers may catch cold when _____.
 - A. they are working in the isolated arctic regions
 - B. they are writing reports in terribly cold weather
 - C. they are free from work in the isolated arctic regions
 - D. they are coming into contact again with the outside world
4. During the First World War, soldiers who spent long period in cold and wet trenches _____.
 - A. often caught colds
 - B. never caught colds
 - C. did not show increased tendency to catch colds
 - D. did not increase in number
5. At the Common Cold Research Unit in England, people who volunteered to take part in experiments _____.
 - A. caught colds only when they wore wet socks all day
 - B. really suffered a lot
 - C. were not allowed to take hot baths
 - D. did not catch colds even when cold viruses were dropped in their noses

Passage 2

If John Symmes' theory had been correct, the first men to reach the North Pole would have dropped into the earth through an opening in its crust and discovered a vast new country inside, rich in minerals and peopled by a strange race of men.

So strong was his conviction, and so many were persuaded by him, that his proposals for an expedition to the world within the earth got as far as the U. S. Congress. But the skeptical legislators would have nothing to do with the idea.

John Symmes, born in New Jersey in 1780, had a distinguished army career behind him, rising to the rank of captain, before he became passionately interested in astronomy. The more he studied, the firmer grew his conviction that the earth was hollow.

This theory was not entirely new. It had been put forward in the past by such notable men as the English astronomer Edmond Halley, after whom Halley's Comet is named; Leonhard Euler, a Swiss mathematician; and Sir John Leslie, a Scottish scientist. Halley and Leslie suggested that there might be separate planets within our own.

Symmes agreed, but his "worlds within worlds" were concentric spheres, one inside the other but all open at the poles.

No one could prove that his theory was wrong, for at that time the polar regions were still unexplored.

Symmes cited as evidence of his theory the then unexplained northward migration of birds. They were, he believed, attracted to the source of warm ocean currents and an inner-earth sunshine of which the northern lights are a reflection.

If birds could visit this inner world, Symmes declared, so could men. He wrote to scientific institutions all over the world: "I declare that the earth is hollow, habitable within, one within the other, and that it is open at the pole. . . I pledge my life in support of this truth and am ready to explore the hollow if the world will support me in the undertaking."

When he failed to get U. S. backing, Symmes tried to join a Russian polar expedition but could not raise the funds to the departure port, St. Petersburg.

He died in 1829, still convinced that the earth was hollow.

1. Which of the following is NOT mentioned or implied by the author?

- A. John Symmes' theory was not correct.
- B. Symmes was once a university professor of astronomy.
- C. Symmes proposed an expedition to the world within the earth.
- D. Many people were persuaded by him at that time.

2. Symmes became interested in astronomy _____.

- A. in 1780
- B. before he joined the army
- C. before he rose to the rank of captain
- D. after he became captain

3. Which of the following is not true?

- A. Symmes believed that the earth was hollow.

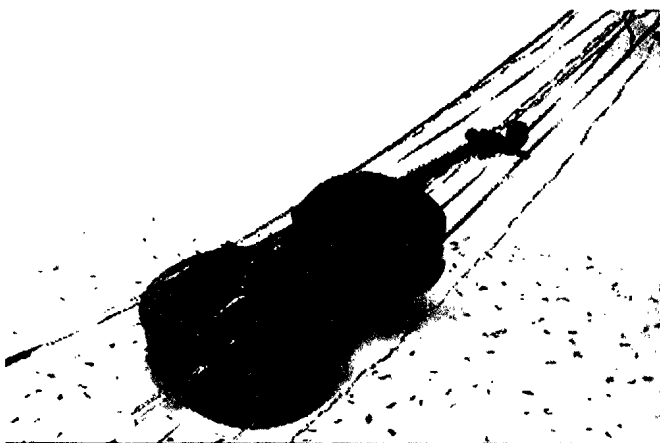
- B. The legislators in the U. S. Congress were not interested in his proposal.
 - C. Symmes believed that there were worlds within our own and that they were all open at the poles.
 - D. Symmes' theory was exactly the same as that of Halley and Halley's.
4. According to Symmes, birds migrated north because _____.
- A. at that time the polar regions were still unexplored
 - B. there was always plenty of food there
 - C. they were attracted by the beautiful scenery there
 - D. they were attracted to the source of warm currents there
5. In the passage, the author mentions that _____.
- A. Halley's Comet was named after Edmond Halley, an American astronomer
 - B. Sir John Leslie was a Swiss scientist
 - C. Leonhard Euler was a friend of Symmes'
 - D. no one could prove at that time that Symmes' theory was wrong

Unit One

Lesson One

Enjoying Music

About the middle of September each year, a strange thing happens in South Kensington, London. The Royal Albert Hall is crowded for several days and nights by a youthful army of enthusiasts queuing for admission to the Last Night of the Proms. This extraordinary musical party signals the end of two months' music-making in the Promenade Con-



certs, featuring the world's finest orchestras, soloists and conductors and some of the most newest kinds of music as well as the established collections of plays that the performers can perform.

2) In a queue outside the hall, the "Promenade" who will stand throughout the concert -- sit or sprawl on the pavement, equipped with sleeping bags to ward off the chill winds of the London night, camping stoves to make tea or coffee, carrying strange hats and blankets and transistor radios with them. They talk incessantly, welcoming new arrivals whether they come from up the road or California or New Zealand.

3) When the doors open, about half an hour before the concert is due to begin, the Promenaders make a mad dash to secure a place "on the rail", the brass barrier which, in the great central arena of the hall, separates them from the performers. There then begins a scene of whistle-blowing, shouting, singing and stamping. When the members of the orchestra come on, they are soon struggling to free themselves from a wild tangle of streamers; the leader gets greetings and praise and conductor a warm public welcome. Then, he raises his baton -- and a quite extraordinary thing happens.

4) There is total silence.

5) Hardly a cough or a sound disturbs the course of the opening music. Then once again that noisy uproar, followed again by silence as the music proceeds. Only in the second half of the programme does the audience itself get a chance to make music, in patriotic songs sung in the name of good humour and good companionship.

6) Is this enjoying music?

7) Without any doubt it is enjoyment. And, although some people argue that such attractive proceedings have nothing to do with music, there is probably no agent other than music which could bring together such a vast concourse of people (the concert is shared by about a hundred million people around the world through radio and television) and make them forget their differences for a while in the sheer joy of living. There is no better way of enjoying music than in the company of others at a "live" performance.

8) No better way - but of course music can nowadays be enjoyed in other ways too, which bring their own special rewards, thanks to the enormous technical advances made during recent years in methods of reproduction. Various systems now exist which go well beyond two-speaker stereo listening, with its illusion of depth and position, to multiple-speaker arrangements which create to an almost unbelievable extent a "you are there" impression. Some are alarmed by these shocking developments, suspecting that the live concert will soon be a thing of the past, though in fact people at concert have grown rather than diminished as a result of the new familiarity with the repertoire brought about by gramophone and radio. And, in any case, the two experiences are complementary.

9) Igor Stravinsky considered it bad to listen to music with your eyes closed; better, he thought, to be aware of the actual physical process of music-making, which for him was all part of the enjoyment of music. But many people actually prefer listening to music in the undistracted peace and quiet of their homes.

10) After music in the concert hall and music in the home, music in the open air provides a third kind of special enjoyment. Here there are the distraction of the surroundings. But how enchanting the total effect can be! - whether of madrigals sung in flat-bottomed boats on the river at Cambridge on a summer evening; or of a symphony orchestra performing in the Hollywood Bowl or beside the lake in London's Kenwood at dusk; or (thanks to car radio and cassette machines) of music by Elgar heard while driving through the Malvern Hills where he spent so much of his time.

11) In fact, the only way not to enjoy hearing music is to try to do something contradictory at the same time. There are ways of giving yourself not only mentally but physically to music by doing other things as well as listening; by marching to music, for instance, performing physical exercises to it, skating to it, swimming to it or dancing to it. In such ways we almost become part of the music through movement.

12) And this gives us the clue to the best way of all to enjoy music—by taking part in it as a performer or "active listener". If you learn to play an instrument or to sing, then you will of course learn a great deal in the process about musical enjoyment. If not, well, you can clap or stamp in rhythm like audience at the Last Night of the Proms, and join in the choruses. And whatever the extent of your participation in music-making, you can greatly enrich the experience with a little reading and careful listening.

13) The programme notes in concert programme often provide a start in musical appreciation, though if you know well in advance that you are going to a concert, it's obviously a good idea to do a bit of reading beforehand. Nowadays a good many handy encyclopedias and

dictionaries of music are produced in paperback. You are hardly likely to possess the huge Grove's *Dictionary of music and musicians* unless you are a professional or a dedicated amateur, but it's always well worth consulting at a public library, which nowadays may also have a record library to lend you records of the works you are about to hear. The record will probably have a "sleeve note"; and you will have the advantage, through listening to the record, of familiarizing yourself with the material. One of the great pleasures of music is the pleasure of recognition, and one of the tests of a fine piece of music is how often you want to hear it again; in the case of many favourite works, almost inexhaustibly. Study of a work from a gramophone record is, of course, greatly aided if you can read a printed copy of the composer's "score". In the case of many standard works, such scores are available in pocket size and are not very expensive.

14) If you happen to be going to the opera rather than a concert, it is essential to have as detailed a knowledge of the story as possible, particularly if the opera is being sung in a foreign language. Many operatic records have the printed paper with a line-by-line translation printed on a leaflet inserted into the record sleeve, and this is invaluable when listening to a recorded opera for the first time. If a recording with printed paper is not available, then you can find the plots of many operas admirably outlined in a number of books; one of the most famous is Kobbe's *Complete Opera Book*.

15) It may at first thought seem a passive occupation to attend a concert or an opera. But even though not all audiences are quite so delightful in their responses as London's Promenaders, the mental and emotional participation of the audience is of the utmost importance if the performance is to be a success. Music is a form of communication, and communication is a two-way business; from the quality of attention in the theatre or hall, a performer draws either inspiration or discouragement. So even though you think of yourself as "just a listener" to music, your share in the act of musical re-creation is of vital importance.

Exercise 1 Word Meaning

Match the following words in Column A with the statements in Column B:

A	B
1. queue (para. 1)	a. entrance
2. admission (para. 1)	b. people listening to or watching a performance
3. feature (para. 1)	c. understanding of the qualities of something
4. stamp (para. 12)	d. inactive
5. clue (para. 12)	e. form a line while waiting
6. amateur (para. 13)	f. show a special characteristic of
7. perform (para. 11)	g. step with force
8. passive (para. 15)	h. nonprofessional
9. appreciation (para. 13)	i. something that helps to find an answer to a question
10. audience (para. 15)	j. give a piece of music

Exercise 1 Using Context Clues

Guess the meaning of the word or phrase in italics in each sentence, using only the context. Don't use a dictionary for this exercise.

1. In a queue outside the hall, the "Promenade" -- who will stand throughout the concert -- sit or sprawl on the pavement, *equipped* with sleeping bags to ward off the chill winds of the London night, camping stoves to make tea or coffee, carrying strange hats and blankets and transistor radios with them. (para. 2)
A. provided
B. practiced
C. made
D. acclaimed
2. In a queue outside the hall, the "Promenade" -- who will stand throughout the concert -- sit or sprawl on the pavement, equipped with sleeping bags to *ward off* the chill winds of the London night. . . (para. 2)
A. keep with
B. prevent
C. conduct
D. meet with
3. Then once again that noisy uproar, followed again by silence as the music *proceeds*. (para. 5)
A. performs
B. confirms
C. continues
D. practices
4. But how *enchanting* the total effect can be! (para. 10)
A. naughty
B. nice
C. handsome
D. delightful
5. And whatever the extent of your participation in music-making, you can greatly *enrich* the experience with a little reading and careful listening. (para. 12)
A. better
B. enlarge
C. decrease
D. make
6. The record will probably have a "sleeve note"; and you will have the advantage, through listening to the record, of *familiarizing* yourself *with* the material. (para. 13)
A. keeping...from
B. informing...of
C. separating...from
D. reminding...of
7. But many people *actually* prefer listening to music in the undistracted peace and quiet of their homes. (para. 9)
A. acutely
B. really
C. cruelly
D. absently
8. The programme notes in concert programme often provide a start in musical appreciation, though if you know well *in advance* that you are going to a concert, it's obviously a good idea to do a bit of reading beforehand. (para. 13)
A. afterwards
B. on time
C. ahead
D. beforehand
9. When the members of the orchestra come on, they are soon *struggling to free themselves* from a *wild* tangle of streamers; the leader gets greetings and praise and conductor a