

NEW

A New Intensive Reading Course

**新编
英语
精读
教程**

主 编 李经纬

(第 3 册)

西安交通大学出版社

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· 西 安 ·

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。

图书在版编目(CIP)数据

新编英语精读教程. 第 3 册/李经纬主编. —西安:
西安交通大学出版社, 2003. 7
ISBN 7-5605-1706-4

I. 新... II. 李... III. 英语—高等学校—教材
IV. H31

中国版本图书馆 CIP 数据核字(2003) 第 051806 号

- | | |
|------|--|
| 书 名 | 新编英语精读教程. 第 3 册 |
| 主 编 | 李经纬 |
| 出版发行 | 西安交通大学出版社 |
| 地 址 | 西安市兴庆南路 25 号(邮编: 710049) |
| 电 话 | (029)2668315 2669096(总编办)
(029)2668357 2667874(发行部) |
| 印 刷 | 西安东江印务有限公司 |
| 字 数 | 382 千字 |
| 开 本 | 727mm×960mm 1/16 |
| 印 张 | 19.625 |
| 版 次 | 2003 年 7 月第 1 版 2003 年 7 月第 1 次印刷 |
| 书 号 | ISBN 7-5605-1706-4/H·401 |
| 定 价 | 29.00 元(本册定价: 26.00 元 练习答案定价: 3.00 元) |

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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。

本书为第三册,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;(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)口语练习(Oral Practice)就课文相关的主题和补充的材料,进行口头表达、小组讨论、讲演和辩论技能的培训;(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、句型模仿和转换、单句和短文翻译(汉译英)、改错和完形填空等,共10项内容。本册总词汇表作为附录列于书后。

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,解放军外语学院的部、系领导李绍山教授和程工教授以及三系一教的许多教师都给予了热情的关心和有力的支持;英语讲师陈丽、高航、李科、刘孜群、张媛等同志为本册提供了部分课文素材;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;美籍教师Donnalyn Parrish女士帮助审校了本书部分内容。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

2003年4月



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Lesson 1

Preview

1. What, in your opinion, makes a leader?
2. Can you name a few great Chinese or foreign leaders?
3. List the key personality traits the author associates with leadership.
4. Are many of the key traits of a leader superficial, such as physical appearance or trademark?
5. Many of the attributes of leadership are visual. Does it suggest that leadership is more a matter of style and public relations?
6. What elements of leadership are viewed by the author as being beyond a leader's control?
7. How do you understand the statement "People can only be led where they want to go"? Can you think of exceptions?
8. By saying that leaders can only "match the national mood," does the author imply that leadership is really only managing or directing the flow?



Text A

What Makes a Leader?

Michael Korda

1 Not every President is a leader, but every time we elect a President we hope for one, especially in times of doubt and crisis. In easy times we are ambivalent—the leader, after all, makes demands, challenges the status quo, shakes things up.

2 Leadership is as much a question of timing as anything else. The leader

must appear on the scene at a moment when people are looking for leadership, as Churchill did in 1940, as Roosevelt did in 1933, as Lenin did in 1917. And when he comes, he must offer a simple, eloquent message.

3 Great leaders are almost always great simplifiers, who cut through argument, debate and doubt to offer a solution everybody can understand and remember. Churchill warned the British to expect “blood, toil, tears and sweat”; FDR told Americans that “the only thing we have to fear is fear itself”; Lenin promised the war-weary Russians peace, land and bread. Straightforward but potent messages.

4 We have an image of what a leader ought to be. We even recognize the physical signs: leaders may not necessarily be tall, but they must have bigger-than-life, commanding features—LBJ’s nose and ear lobes; Ike’s broad grin. A trademark also comes in handy: Lincoln’s stovepipe hat, JFK’s rocker. We expect our leaders to stand out a little, not to be like ordinary men. Half of President Ford’s trouble lay in the fact that, if you closed your eyes for a moment, you couldn’t remember his face, figure or clothes. A leader should have an unforgettable identity, instantly and permanently fixed in people’s minds.

5 It also helps for a leader to be able to do something most of us can’t: FDR overcame polio; Mao swam the Yangtze River at the age of 72. We don’t want our leaders to be “just like us.” We want them to be like us but better, special, more so. Yet if they are too different, we reject them. Adlai Stevenson was too cerebral. Nelson Rockefeller, too rich.

6 Even television, which comes in for a lot of knocks as an image-builder that magnifies form over substance, doesn’t altogether obscure the qualities of leadership we recognize, or their absence. Television exposed Nixon’s insecurity, Humphrey’s fatal infatuation with his own voice.

7 A leader must know how to use power (that’s what leadership is about), but he also has to have a way of showing that he does. He has to be able to project firmness—no physical clumsiness (like Ford), no rapid eye movements (like Carter).

8 A Chinese philosopher once remarked that a leader must have the grace of a good dancer, and there is a great deal of wisdom to this. A leader should know how to appear relaxed and confident. His walk should be firm and purposeful.

He should be able, like Lincoln, FDR, Truman, Ike and JFK, to give a good, hearty, belly laugh, instead of the sickly grin that passes for good humor in Nixon or Carter. Ronald Reagan's training as an actor showed to good effect in the debate with Carter, when by his easy manner and apparent affability, he managed to convey the impression that in fact he was the President and Carter the challenger.

9 If we know what we're looking for, why is it so difficult to find? The answer lies in a very simple truth about leadership. *People can only be led where they want to go.* The leader follows, though a step ahead. Americans *wanted* to climb out of the Depression and needed someone to tell them they could do it, and FDR did. The British believed that they could still win the war after the defeats of 1940, and Churchill told them they were right.

10 A leader rides the waves, moves with the tides, understands the deepest yearnings of his people. He cannot make a nation that wants peace at any price go to war, or stop a nation determined to fight from doing so. His purpose must match the national mood. His task is to focus the people's energies and desires, to define them in simple terms, to inspire, to make what people already want seem attainable, important, within their grasp.

11 Above all, he must dignify our desires, convince us that we are taking part in the making of great history, give us a sense of glory about ourselves. Winston Churchill managed, by sheer rhetoric, to turn the British defeat and the evacuation of Dunkirk in 1940 into a major victory. FDR's words turned the sinking of the American fleet at Pearl Harbor into a national rallying cry instead of a humiliating national scandal. A leader must stir our blood, not appeal to our reason

12 A great leader must have a certain irrational quality, a stubborn refusal to face facts, infectious optimism, the ability to convince us that all is not lost even when we're afraid it is. Confucius suggested that, while the advisors of a great leader should be as cold as ice, the leader himself should have fire, a spark of divine madness.

13 He won't come until we're ready for him, for the leader is like a mirror, reflecting back to us our own sense of purpose, putting into words our own dreams and hopes, transforming our needs and fears into coherent policies and programs.

14 Our strength makes him strong; our determination makes him determined; our courage makes him a hero; he is, in the final analysis, the symbol of the best in us, shaped by our own spirit and will. And when these qualities are lacking in us, we can't produce him; and even with all our skill at image-building, we can't fake him. He is, after all, merely the sum of us.



Notes

Notes to Text A

1. The author, Michael Korda (1933 –) was born in London. Following service in the Royal Air Force, he entered Oxford University. In 1956 he interrupted his studies to aid the Hungarian uprising against the Russian invasion. He returned to Oxford and graduated in 1958. Korda moved to New York and worked at a number of odd jobs. He has written a number of popular books, including *Power*, *Male Chauvinism*, *Charmed Lives*, and *Queenie*. This essay first appeared in *Newsweek*.
2. Churchill (Sir Winston Leonard Spencer Churchill 1874 – 1965) 邱吉尔 (British statesman and writer, prime minister, 1940 – 1945, 1951 – 1955, and Winner of Nobel Prize for Literature 1953.)
3. FDR (Franklin Delano Roosevelt 1882 – 1945) 富兰克林·德兰诺·罗斯福 (the 32nd President of the United States 1933 – 1945, Roosevelt became president in March 1933 at the depth of the Great Depression. He was reelected for an unprecedented three more terms, and died in office in April 1945, less than a month before the surrender of Germany in World War II. Despite an attack of poliomyelitis (骨髓灰质炎), which paralyzed his legs in 1921, he was a charismatic optimist whose confidence helped sustain the American people during the strains of economic crisis and world war.)
4. LBJ (Lyndon Baines Johnson 1908 – 1973) 约翰逊 (the 36th President of the United States 1963 – 1969)
5. Ike (Dwight David Eisenhower 1890 – 1969) 艾森豪威尔 (American general and the 34th President of the United States 1953 – 1961, he was the principal architect of the successful Allied invasion of Europe during World War II and of the subsequent defeat of Nazi Germany.)
6. JFK (John Fitzgerald Kennedy 1917 – 1963) 约翰·菲茨杰拉德·肯尼迪 (the 35th President of the United States 1961 – 1963, he was assassinated in

Dallas, Texas.)

7. Ford (Gerald Rudolph Ford 1913 -) 福特 (the 38th President of the United States 1974 - 1976)
8. Adlai Stevenson (Adlai Ewing Stevenson 1900 - 1965) 史蒂文森 (As an American political leader, he ran for American President twice, but failed. He was well known for his eloquent speeches and statements. As a speaker, he appealed to reason and had an unusual command of language and a sharp and subtle wit.)
9. Nelson Rockefeller (1908 - 1979) 洛克菲勒 (an American public official, who served one term as vice president of the United States and four terms as governor of New York.)
10. Nixon (Richard Milhous Nixon 1913 - 1994) 尼克松 (the 37th President of the United States 1969 - 1974, he is remembered for his achievements in foreign policy and for the Watergate affair and related scandals, in which he became so involved that he was forced to resign his office.)
11. Humphrey (Hubert Horatio Humphrey 1911 - 1978) 汉弗莱 (the 38th vice President of the United States 1965 - 1969)
12. Carter (James Earl Carter, Jr. 1924 -) 卡特 (the 39th President of the United States 1977 - 1981)
13. Truman (Harry S. Truman 1884 - 1972) 杜鲁门 (the 33d President of the United States 1945 - 1953)
14. Reagan (Ronald Reagan 1911 -) 里根 (the 40th President of the United States 1981 - 1988)
15. Lenin (Nikolai Lenin 1870 - 1924) 列宁 (Russian Leader of the Communist revolution of 1917; premier of the USSR 1917 - 1924)

New words

ambivalent /æm'bivələnt/ *adj.* (对同一人、物、事)有矛盾心理的(尤指既爱又恨)

status quo /'steitəskwəu/ *n.* 现状

eloquent /'eləkwənt/ *adj.* 有说服力的, 雄辩的

simplifier /'simplifaɪə/ *n.* 能够删繁就简的人; 简化物

toil /tɔɪl/ *n.* 辛苦, 劳累

potent /'pəʊtənt/ *adj.* 有力的, 有效的

weary /'wiəri/ *adj.* 疲倦的, 厌倦的

war-weary *adj.* 厌战的

- commanding /kə'mɑ:ndɪŋ / *adj.* 威严的; 统帅的
- lobe /ləʊb / *n.* 耳垂
- stovepipe hat /'stəʊvpaɪp / *n.* 礼帽(一种高筒狭边男用丝绒帽)
- rocker /'rɒkə(r) / *n.* 摇椅
- unforgettable /ʌnfə'getəb(ə)l / *adj.* 令人难忘的
- identity /aɪ'dentɪti / *n.* 个性, 特征
- permanently /'pɜ:mənəntli / *adv.* 永久地, 持久地
- polio /'pəʊliə / *n.* [口] = poliomyelitis; 小儿麻痹症
- cerebral /'serɪbr(ə)l; (US)sə'ri:brəl / *adj.* 理智的; 大脑的
- knock /nɒk / *n.* [口] 指摘, 挑剔
- magnify /'mægnɪfaɪ / *vt.* 夸大, 扩大
- substance /'sʌbstəns / *n.* 实质
- obscure /əb'skjʊə / *vt.* 遮掩, 使不明显
- insecurity /,ɪnsɪ'kjʊərəti / *n.* 不安全感, 不安全
- infatuation /ɪn,fætju'eɪʃən / *n.* 迷恋, 着迷
- clumsiness /'klʌmzɪnɪs / *n.* 笨拙
- purposeful /'pɜ:pəsful / *adj.* 有目的的
- heartly /'hɑ:ti / *adj.* 诚挚的, 衷心的, 亲切的
- belly laugh /'belɪlə:f / *n.* [口] 捧腹大笑
- affability /æfə'bɪlɪti / *n.* 和蔼, 亲切
- challenger /'tʃælɪndʒə(r) / *n.* 挑战者
- match /mætʃ / *v.* 相配, 相称
- attainable /ə'teɪnəbl / *adj.* 可得到的
- dignify /'dɪgnɪfaɪ / *vt.* 使威严, 使高贵
- sheer /ʃɪə(r) / *adj.* 全然的, 纯粹的
- rhetoric /'retərɪk / *n.* 华丽的文词, 浮夸的言语
- evacuation /,ɪvækju'eɪʃən / *n.* 疏散, 撤退
- humiliating /hju:'mɪli'eɪtɪŋ / *adj.* 羞辱的, 可耻的, 不光彩的
- scandal /'skænd(ə)l / *n.* 丑闻, 丑行
- irrational /'ɪræʃən(ə)l / *adj.* 无理性的, 失去理性的
- stubborn /'stʌbən / *adj.* 顽固的, 固执的
- infectious /ɪn'fekʃəs / *adj.* 有感染力的
- Confucius /kən'fju:ʃəs / *n.* 孔子
- advisor /əd'vaɪzə(r) / *n.* 顾问
- divine /dɪ'vaɪn / *adj.* 神的, 神圣的

coherent /kəu'hiərənt/ *adj.* 一致的, 连贯的

fake /feik/ *vt.* 伪造, 捏造

Phrases and expressions

to appear on the scene 出现在现场

to cut through 剪断, 刺穿; 抄近路穿过

as big / large as life 与原物一般大小

to come in handy 派得上用场, 迟早有用

to come in for 遭受(谴责), 受到(批评、处分)

to pass for 被认为……, 被当作……

in simple terms 以简单的措辞

above all 最重要, 首要, 首先

a rallying cry (起号召作用的) 战斗口号

in the final / last analysis 归根到底

Proper names

Winston Churchill /wɪnstən'tʃɜ:tʃɪl/ 温斯顿·邱吉尔

Franklin Roosevelt /'fræŋklin'rʊ:zəvelt/ 富兰克林·罗斯福

Lenin /'lenin/ 列宁

Lyndon Johnson /'lɪndən'dʒɒnsən/ 林登·约翰逊

Lincoln /'lɪŋkən/ 林肯

Adlai Stevenson /'sti:vnsn/ 史蒂文森

Nelson Rockefeller /'nelsən'rɒkɪfelə/ 纳尔逊·洛克菲勒

Nixon /'nɪksən/ 尼克松

Ronald Reagan /'rɒnəld'reɪɡən/ 罗纳德·里根

Dunkirk /'dʌŋkə:k/ 敦克尔克(法国北部港市)

Exercises



Understanding the Text

1. Choose the best answer for each of the following sentences.

(1) When the author says that "leadership is as much a question of timing as

- anything else", he means that a good leader
- A. is expected to appear at the right time in the right place.
 - B. must arrive on the scene when something happens.
 - C. must offer a solution to everybody's problem.
- (2) According to the author, great leaders must
- A. be good speakers who are simple but eloquent.
 - B. give a simple, eloquent message in times of doubt and crisis.
 - C. make a statement as simple as those Churchill, Roosevelt and Lenin did.
- (3) The author believes that a leader must be
- A. different in one way or another in order to win common people's respect.
 - B. unique in his appearance that is unforgettable.
 - C. outstanding with a smiling face.
- (4) Which of the following is indicated in the article?
- A. A leader must be self-confident and he must make it known to the public.
 - B. A leader must appear relaxed and confident even though he is actually feeling nervous inside.
 - C. A leader should know how to present himself as a confident person with the way he walks, speaks and even laughs.
- (5) After reading the article, we can conclude that a great leader is
- A. one of us who is a good speaker with a charming character.
 - B. the one that understands his people, represents them and leads them.
 - C. really hard to define and even harder to find.

2. Choose the answer that best explains the italicized part in each sentence.

- (1) ... the leader, after all, makes demands, challenges the status quo, *shakes things up*
- A. reorganize so as to make them more efficient
 - B. get rid of them
 - C. overcome obstacles
- (2) ... but they must have *bigger-than-life*, commanding features. . .
- A. real

- B. outstanding
C. good
- (3) A *trademark* also comes in handy.
A. name of a product
B. a special product of a company
C. a special feature of a person
- (4) We want them to be like us but better, special, *more so*.
A. in a greater degree
B. to a greater extent
C. of the same kind to a greater degree
- (5) A leader rides the waves, *moves with the tides*, understands the deepest yearnings of his people.
A. act in accordance with the trend of the times
B. do what most other people are doing
C. keep up with the current situation



Oral Practice

1. Pair work

- (1) What do you know about the following national and foreign leaders?
Whom do you admire most? And why?
Mao Zedong /Zhou Enlai /Deng Xiaoping /George Washington /Abraham Lincoln /Winston Churchill /Franklin Roosevelt /Lenin /Stalin

2. Group work

- (1) Suppose you were a reporter and ready to interview your classmates about great leaders in history. What questions would you like to ask them?
- (2) What makes a good teacher?
(Make a list of the qualities a good teacher must have and then rank them. Tell your partner what comes first and give your reasons for that. You may use the list given below.)
*responsible /intelligent /humorous /handsome /beautiful /charming /serious /
easy-going /sincere /polite /knowledgeable /out-spoken /caring /fair /devoted /
tall /strong /kind /strict*



Vocabulary and Structure

1. Word building

- (1) The suffix *-ent* can be added to some verbs or nouns to form adjectives, with the meaning of “of ... state; or about”. Now convert the following into their adjective forms by adding *-ent*.

consist	exist	insist	persist	resist
ambivalence	coherence	confidence	excellence	permanence
efficiency	emergency	frequency	reciency	urgency

- (2) Match up the words in Row A with their synonyms in Row B

Row A:

potent	coherent	sacred	fortitude	substance
doubt	reject	fatal	eternally	evacuation

Row B:

uncertainty	determination	essence	forceful	permanently
consistent	divine	relocation	disastrous	discard

2. Study the verb phrases below and choose the right ones to fill in the blanks.

bring about	bring around	bring back	bring down
bring forward	bring in	bring into	bring off
bring out	bring through	bring to	bring up

- (1) He tried several times to break the high jump record, and finally he _____ it _____.
- (2) Several aircraft were intercepted and _____ in the air battle.
- (3) A leading firm of publishers is shortly to _____ a history of the Gulf War.
- (4) That unpopular measure finally _____ the downfall of the government.
- (5) This policy _____ him _____ conflict with the State and the Church.
- (6) He was very badly injured; only the very finest treatment could have _____ him _____.