

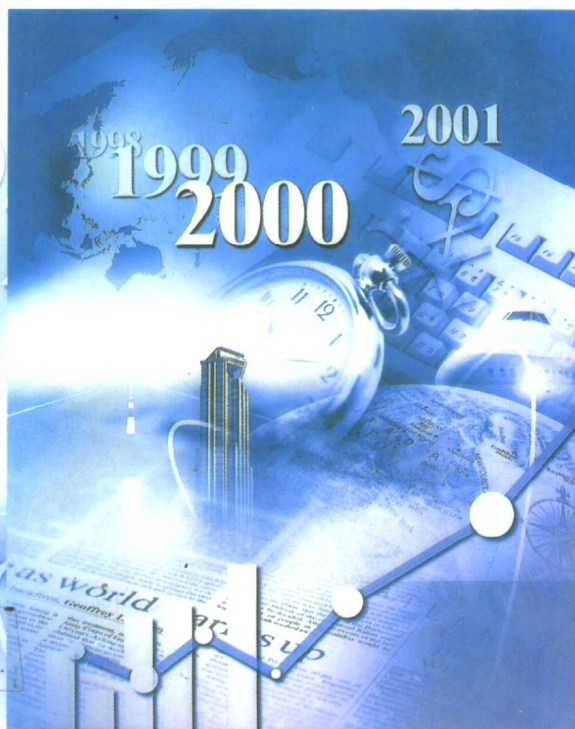
浙江大学编著《新编大学英语》 配套课外读物（全六册）

新编大学英语

New College English Reading Series (1)

应惠兰 主编

课外系列读物 (一)



浙江大學出版社

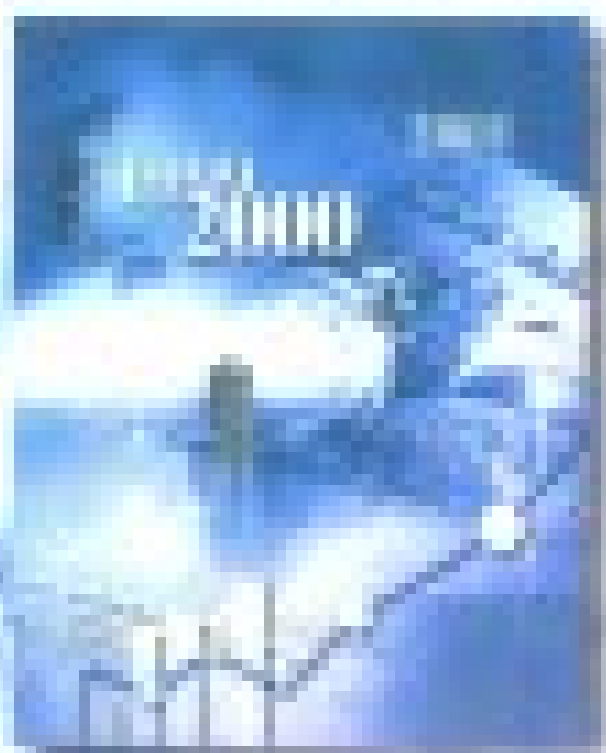
《新编大学英语》(第二版) 教材系列: 听力理解(1) 听力理解(2) 听力理解(3)

新编大学英语

New College English (2nd Edition) Part 1

听力理解 1

国外系列读物 (一)



清华大学出版社

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前 言

《新编大学英语》是按“以学生为中心的主题教学模式”编写的教材。《新编大学英语课外系列读物》(共六册)为《新编大学英语》的配套课外读物,旨在帮助学生扩大阅读量、增强阅读能力,从而促进其综合语言能力的提高。

阅读能力的培养是英语学习中非常重要的一个环节。修订版的《大学英语教学大纲》指出:阅读是掌握语文知识、打好语言基础、获取信息的重要渠道。阅读能力是大部分大学生今后工作所需的主要语言技能。在大学英语教学中要始终重视阅读能力的培养。本读物系列以《大学英语教学大纲》为指导,遵循《新编大学英语》选材新颖、题材多样、内容丰富、趣味性强的特点,从近十年来的英、美书报刊中选取了具有时代性、知识性、趣味性、可思性的材料,让学生在学习教材的同时能进一步通过课外自主阅读拓宽视野,增进英语阅读的流利度,促进阅读能力的提高。

读物中材料的内容涉及英语国家文化、教育、历史、科技等多个领域,有小说、散文等文体,语言优美、流畅。为了帮助读者理解内容,文章对生词、难点作了详尽的注解,并配有自测阅读选择题以检验理解的准确度,提高解题技巧。此外,每篇文章后还配有词

汇用法详解,使读者能掌握文中的一些重要词汇,便于记忆、运用。本读物适宜于大学生课外阅读,也适宜于有志提高英语水平的各类读者使用。

《新编大学英语课外系列读物》由浙江大学外语学院应惠兰教授主编,许力生、张建理教授主审。参加第一册的编写人员有(按姓氏笔画为序):李佳、寿似琛、杨敏、傅政、潘润玮。

由于时间仓促,不足之处敬请同行指正。

编 者

2001 年元月

新编大学英语

课外系列读物(一)

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Passage 1

Class Reunion

Erica Wood

一个退休老教师和他的学生们有着这样一个美丽的约定：2000年8月1日相聚在老橡树下。请看这让人感动的一幕吧！

1 Every pupil who passed through Doug Wilson's elementary school classroom came out with the same message: Meet me under the old oak tree in front of the school at high noon on August 1, 2000. Wilson taught 3rd and 4th grades in Kansas^[1] at Korte Elementary School, now North Rock Creek/Korte Elementary School, from 1976 until 1995. He doesn't remember why he started talking about an oak tree reunion that first year and continued every year after. But he picked the year 2000 because it was easy to remember. He chose August 1 because that's his birthday. Two or three times a year he would remind the children of the important date. This month, the day finally came. Of course, Wilson didn't forget. Nor did about 40 of his former pupils and colleagues. They all

showed up^① to see Wilson and reminisce^②.

2 Heather Pair remembered. Pair, 26, drove from Ohio^[2] to see the man who sparked^③ her love of reading by acting out stories such as "Charlotte's Web" and "James and the Giant Peach." She knew a couple of her old friends were coming. She was pretty sure Wilson would be there. Some former pupils traveled long distances to be there because, they said, Wilson was a special teacher who found creative ways to teach them life lessons. "He was one of us," said Mitchell Dobson, 28, who drove 20 hours from Missoula, Mont.^[3], to see his family and attend the reunion. "He was by far the best teacher I ever had at any level." "He didn't treat us like little kids," said Bethanie Pointer, a mid-1980s 4th-grader who's now an ornamental iron^④ worker in St. Louis. "He brought us all close together." Margie, a buyer for The Limited in Columbus, Ohio, timed a family visit with the promised reunion. At Korte, she thought she'd grow up to be a movie star. Though her life played out differently, she said it was Wilson who inspired her to want to go to school every day. "He was just a real special teacher," Margie said. "He touched our hearts in lots of ways." The former pupils, most of them in their 20s, sat around talking about old times under the shade of the oak tree just outside Wilson's former classroom. They signed their names and class years on a big card. They drank pop and ate sandwiches happily. And for dessert? A big cake with an oak tree made of icing and familiar saying written on top.

① show up: 出现

② reminisce: *v.* 话旧, 缅怀往事

③ spark: *v.* 激发

④ ornamental iron: 装饰铁

Class Reunion

3 Several of Wilson's former **colleagues**^⑤ also returned. "He was one of the most **fantastic**^⑥ teachers I ever worked with," said Jeane Ellison, who taught 4th grade with him. "He seemed to reach out to the children."

4 Wilson, now 67, retired from teaching when he left Korte in 1995. Now he's a **rancher**^⑦ with a home in Lone Jack. He plays softball in a 65-and-older **tournament**^⑧ team. Wilson estimates that 500 pupils passed through his classroom door. He taught the pupils responsibility by assigning them most of the day-to-day activities, such as taking attendance and doing the lunch count. His pupils never had to stand in line, except when they went to lunch. If they proved they could manage themselves, they didn't have to ask permission to go to the bathroom. "I enjoyed every minute I taught," he said.

5 Wilson is not planning another reunion, but he collected his former pupils' addresses and said he'd keep in touch. The turnout was about what he expected.^[1] "I wanted it to be their day," Wilson said, "to see if some of the things we talked about have meant something to them."

-
- ⑤ colleague: *n.* 同事
⑥ fantastic: *a.* 了不起的
⑦ rancher: *n.* 农场主
⑧ tournament: *n.* 锦标赛

Notes

- [1] Kansas: 堪萨斯, 美国中部州。
- [2] Ohio: 俄亥俄, 美国中东部州。
- [3] Mont.: Montana 的缩写, 即蒙大拿, 美国西北部州。
- [4] The turnout was about what he expected. 事情的发展正如他期盼的那样。

Reading Comprehension

Directions: Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

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- 1. How old was Wilson when he began his teaching at Korte Elementary School?
A) 40
B) 41
C) 42
D) 43
- 2. Why did Wilson choose August 1 as the reunion day?
A) Because it was easy to remember.
B) Because it was his birthday.
C) Because his students advised him to do so.
D) Because it was the opening day of the school.
- 3. Who says that it was Wilson who inspired the students to have the desire to go to school every day?

Class Reunion

- ☒ A) Margie.
B) Pair.
C) Bethanie Pointer.
D) Mitchell Dobson.
4. Which of the following statements is true about Wilson's pupils?
A) They did not need to pass through his classroom door.
B) They did not need to take attendance and do the lunch count.
☒ C) They did not need to stand in line, except when they went to lunch.
D) They did not need to ask permission to go home.
5. What does the last sentence of the passage imply?
A) Wilson wanted to see whether his teaching had benefited his pupils.
B) Wilson didn't think he has much to say to his students.
☒ C) Wilson hoped that the reunion would be helpful to his students.
D) Wilson wanted to tell something important to his students.

Usage

inspire

- v. 1. put uplifting thoughts, feelings or aims into 激发, 激励
e.g. inspire somebody with confidence / inspire confidence in somebody
They were inspired to work hard.
2. fill with creative power 予以灵感
e.g. inspired poets
His best music was inspired by the memory of his parents.

touch

- v.* 1. be in contact with 触及
e.g. Can you touch the top of the door?
2. be equal to 匹敌, 比得上
e.g. No one can touch him as a writer.
3. affect, concern 感动, 关心
e.g. We were touched by the sad stories.
4. have to do with 涉及
e.g. What you say does not touch the point.

Key to Exercise

1. D 2. B 3. A 4. C 5. C

Passage 2

My Mother's Gift

Suzanne Chasin

与母亲相处的日子显得如此平淡无奇，日复一日，年复一年。点点滴滴的生活琐事随风而逝，似乎从未能唤起我们对母爱的感悟。蓦然回首，才发现母亲给予孩子的是一份极为珍贵而无私的礼物。

1 I grew up in a small town where the elementary school was a ten-minute walk from my house and in an age, not so long ago, when children could go home for lunch and find their mothers waiting.

2 At the time, I did not consider this a luxury, although today it certainly would be. I took it for granted that mothers were the sandwich-makers, the finger-painting appreciators and the homework monitors.^[1] I never questioned that this **ambitious**^①, intelligent woman, who had had a career before I was born and would eventually return to a career, would spend almost every lunch hour throughout my elementary school years just with me.

3 I only knew that when the noon bell rang, I would race breathlessly home. My mother would be standing at the top of the stairs, smiling down

① ambitious: a. 有雄心的

at me with a look that suggested I was the only important thing she had on her mind. For this, I am forever grateful.

4 One lunchtime when I was in the third grade will stay with me always. I had been picked to be the princess in the school play, and for weeks my mother had painstakingly **rehearsed**^② my lines with me. But no matter how easily I delivered them at home, as soon as I stepped on stage, every word disappeared from my head.

5 Finally, my teacher took me aside. She explained that she had written a **narrator's**^③ part to the play, and asked me to switch roles. Her words, kindly delivered, still stung, especially when I saw my part go to another girl.

6 I didn't tell my mother what had happened when I went home for lunch that day. But she sensed my unease, and instead of suggesting we practice my lines, she asked if I wanted to walk in the yard.

7 It was a lovely spring day and the rose vine on the **trellis**^④ was turning green. Under the huge **elm**^⑤ trees, we could see yellow **dandelions**^⑥ popping through the grass in bunches, as if a painter had touched our landscape with **dabs**^⑦ of gold.

8 I watched my mother casually bend down by one of the **clumps**^⑧. "I think I'm going to dig up all these weeds," she said, **yanking**^⑨ a

② rehearse: v. 排练, 排演

③ narrator: n. 叙述者

④ trellis: n. 棚, 架

⑤ elm: n. 榆树

⑥ dandelion: n. 蒲公英

⑦ dab: n. 轻拍, 轻触

⑧ clump: n. 丛, 簇

⑨ yank: v. 用力猛拉

My Mother's Gift

blossom up by its roots. "From now on, we'll have only roses in this garden."

9 "But I like dandelions," I protested. "All flowers are beautiful—even dandelions."

10 My mother looked at me seriously. "Yes, every flower gives pleasure in its own way, doesn't it?" she asked thoughtfully. I nodded, pleased that I had won her over. "And that is true of people too," she added. "Not everyone can be a princess, but there is no shame in that."

11 Relieved that she had guessed my pain, I started to cry as I told her what had happened. She listened and smiled **reassuringly**^⑩.

12 "But you will be a beautiful narrator," she said, reminding me of how much I loved to read stories aloud to her. "The narrator's part is every bit as important as the part of a princess."

13 Over the next few weeks, with her constant encouragement, I learned to take pride in the role. Lunchtimes were spent reading over my lines and talking about what I would wear.

14 Backstage the night of the performance, I felt nervous. A few minutes before the play, my teacher came over to me. "Your mother asked me to give this to you," she said, handing me a dandelion. Its edges were already beginning to curl and it **flopped**^⑪ lazily from its stem. But just looking at it, knowing my mother was out there and thinking of our lunchtime talk, made me proud.

15 After the play, I took home the flower. My mother pressed it between two sheets of paper in a dictionary, laughing as she did it that we were perhaps the only people who would press such a sorry-looking weed.

⑩ reassuringly: *ad.* 使安心地,使恢复信心地

⑪ flop: *v.* 无可奈何地落下