



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

阅读教程

Reading to Develop Your Ideas

主 编 蒋静仪

副主编 杨 瑛

Ann Hendrick

第一册

Book 1



学生用书

Student's Book

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



普通高等教育“十五”国家级规划教材

新世纪高等院校

总主编 戴炜栋

阅读教程

Reading to Develop Your Ideas

主 编 蒋静仪

副主编 杨 瑛 Ann Hendrick

编 写 巫喜丽 蒋静文

第 一 册

Book 1

学生用书

Student's Book

上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



图书在版编目(CIP)数据

阅读教程(1)学生用书 / 蒋静仪主编.

—上海:上海外语教育出版社,2005

(新世纪高等院校英语专业本科生系列教材)

ISBN 7-81095-541-1

I. 阅… II. 蒋… III. 英语-阅读教学-高等院校-教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2005)第 004009 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 刘 璟

印 刷: 上海市印刷七厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 12.75 字数 338 千字

版 次: 2005 年 7 月第 1 版 2005 年 7 月第 1 次印刷

印 数: 10 000 册

书 号: ISBN 7-81095-541-1 / H · 205

定 价: 17.00 元

本版图书如有印装质量问题,可向本社调换

新世纪高等院校英语专业本科生系列教材编委会

主任:

戴炜栋

委员:(以姓氏笔画为序)

王守仁 南京大学
王守元 山东大学
王 蔷 北京师范大学
申 丹 北京大学
石 坚 四川大学
史志康 上海外国语大学
冯建文 兰州大学
朱永生 复旦大学
刘世生 清华大学
刘海平 南京大学
庄智象 上海外国语大学
李 力 西南师范大学
李绍山 解放军外国语学院
李悦娥 山西大学
张少雄 中南大学
张伯香 武汉大学
张绍杰 东北师范大学
张春柏 华东师范大学

张维友 华中师范大学
何兆熊 上海外国语大学
杨信彰 厦门大学
宋渭澄 南京国际关系学院
杜瑞清 西安外国语学院
汪榕培 大连外国语学院
姚乃强 解放军外国语学院
胡文仲 北京外国语大学
顾大僖 上海师范大学
秦秀白 华南理工大学
徐青根 苏州大学
陶 洁 北京大学
黄国文 中山大学
黄源深 上海外贸学院
蒋洪新 湖南师范大学
程爱民 南京师范大学
廖七一 四川外国语学院

总 序

普通高等教育“十五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。尔后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编

写委员会的专家在仔细审阅校稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

前言

这是一套为全国英语专业本科一二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards & et al, 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对初级和初中级语言水平的学习者十分重要。对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的观点和思想并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在设计了常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融会在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,同时提出问题和解决问题的能力也得到加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释人名名言切入,过渡到教材中设计的与本单元主题相关的问题,激活学习者的思维,为课中阅读作一个铺垫。

2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者的阅读中难以解决的问题提供支持,不必也不需要逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以这一部分设计的活动和任务学习者应逐一去完成,并要充分利用信息时代所提供的大量

资源去进行更多的真实阅读,然后去总结、归纳所作的大量阅读,最终形成自己的观点,与同学共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后,本套教材的编写者要就此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导,就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编 者
2005年3月

CONTENTS

UNIT ONE PARENTS AND CHILDREN	1
SECTION ONE: PRE-READING	1
SECTION TWO: IN-READING	2
Reading One: <i>Family Day, 2002</i>	2
Reading Two: <i>Almie Rose</i>	5
Reading Three: <i>A Legacy of Love</i>	8
Reading Four: <i>Child Abuse</i>	12
SECTION THREE: POST-READING	16
UNIT TWO: PSYCHOLOGY IN DAILY LIFE	22
SECTION ONE: PRE-READING	22
SECTION TWO: IN-READING	23
Reading One: <i>How to Achieve Good Mental Health</i>	23
Reading Two: <i>Blaming Yourself Is Not the Answer</i>	27
Reading Three: <i>The Psychology of Money</i>	32
Reading Four: <i>Attitude Is Everything</i>	37
SECTION THREE: POST-READING	41
UNIT THREE: UNIVERSITY LIFE	46
SECTION ONE: PRE-READING	46
SECTION TWO: IN-READING	47
Reading One: <i>How to Get an “A” on Your Final Exam</i>	47
Reading Two: <i>Learning to Keep Yourself Cool during Tests</i>	51
Reading Three: <i>Students Who Push Burgers</i>	56
Reading Four: <i>Learning How to Be Roommates</i>	61
SECTION THREE: POST-READING	65
UNIT FOUR: JOBS AND CAREERS	71
SECTION ONE: PRE-READING	71
SECTION TWO: IN-READING	72
Reading One: <i>Enjoy Your Job</i>	72
Reading Two: <i>A Hug from a Teenage Boy</i>	78

Reading Three: <i>Just the Job</i>	81
Reading Four: <i>When Dreams Won't Die</i>	84
SECTION THREE: POST-READING	89
UNIT FIVE: CARE OF THE ELDERLY	95
SECTION ONE: PRE-READING	95
SECTION TWO: IN-READING	96
Reading One: <i>Care of the Elderly: A Family Matter</i>	96
Reading Two: <i>A Doll for Great-Grandmother</i>	100
Reading Three: <i>The Ice Cream Girl</i>	104
Reading Four: <i>Cheers to Long Life</i>	107
SECTION THREE: POST-READING	113
UNIT SIX: CHANGES AND CHALLENGES IN LIFE	118
SECTION ONE: PRE-READING	118
SECTION TWO: IN-READING	119
Reading One: <i>Buttoning Up Profits</i>	119
Reading Two: <i>I Can't Accept Not Trying</i>	124
Reading Three: <i>Fear of Failure</i>	128
Reading Four: <i>A Little Courage Goes a Long Way</i>	133
SECTION THREE: POST-READING	136
UNIT SEVEN: STRESS IN OUR LIFE	141
SECTION ONE: PRE-READING	141
SECTION TWO: IN-READING	142
Reading One: <i>Can Stress Make You Sick?</i>	142
Reading Two: <i>A Nation of Work, Stress and No Play</i>	145
Reading Three: <i>Stress — It Affects Children, Too</i>	149
Reading Four: <i>It's under Control — How to Handle Pressure</i>	153
SECTION THREE: POST-READING	157
UNIT EIGHT: HEROES OF OUR TIME	163
SECTION ONE: PRE-READING	163
SECTION TWO: IN-READING	164
Reading One: <i>Why the Hormone Study Finally Happened</i>	164
Reading Two: <i>The Spirit Moves Her</i>	167
Reading Three: <i>Father to 500</i>	173

Reading Four: <i>The Diarist</i>	177
SECTION THREE: POST-READING	184
GLOSSARY	190



UNIT ONE

PARENTS AND CHILDREN

Children will not remember you for the material things you provided but for the feeling that you cherished them.

Richard L. Evans

Perhaps the greatest social service that can be rendered by anybody to the country and to mankind is to bring up a family.

George Bernard Shaw

Many things we need can wait, the child cannot. Now is the time his bones are formed, his mind developed. To him we cannot say tomorrow, his name is today.

Gabriela Mistral

SECTION ONE: Pre-reading

The minute a child is born of two parents, a close bond is formed between them. Nothing can break the bond, as it is deep in the blood. During their growing years, children watch their parents and through this experience they learn about love — love for their families, love for their country and eventually love for all of humanity. A parent is not only a provider of material goods and mental support to his / her children, but also a role model. That's why some people say that the future of a country starts in a family. In this unit you will read several texts on parent-child relationship and see for yourself what significance a home has on children. But before you start reading, discuss the following questions in a group.

1. How much do you love your parents? Do you love them a lot, or not so much? Why?
2. Reflect on your childhood. Are you still impressed by some incidents that took place between you and your parents? If yes, what are the incidents and why are they still fresh

in your memory?

3. What qualities do you expect of your father, and of your mother and why do you say so?
4. Spanking, meaning punishing a child by hitting its bottom with hand, is often heard or seen. Do you consider such behaviors acceptable? Explain.
5. What, in your opinion, are recommended ways of treating a child with a behavior problem? Why?
6. Does it make a difference for a child to grow up in a two-parent family or a single-parent family? Why do you say so?

SECTION TWO: In-reading

READING ONE

Let's start by reading a proclamation signed by President George W. Bush, in which, to emphasize the important role a family plays on a child, he proclaimed September 23, 2002 as Family Day in the US.

Family Day, 2002

1 America's character begins in the home, where children learn proper standards of conduct, **principled** values, and the importance of service. Families provide children with the encouragement, support, and love they need to become confident, compassionate, and successful members of society. We must work together to promote and **preserve** the health and security of our families by **upholding** the timeless values that have **sustained** our society through history.

2 Recent events have reminded Americans of the blessings of family and friends, and of the importance of faith. As a nation, we have a renewed dedication to our freedom, our country, and our principles. In homes, schools, places of worship, the workplace, and civic and social organizations, we must continue to encourage re-

sponsibility, compassion, and good citizenship.

3 Americans must also act to fight crime and drugs, and provide a safe and healthy environment for our children. We can begin by working to strengthen the bonds and improving communication between parents and children. Research done by the National Center on Addiction and Substance Abuse at Columbia University has consistently shown that the more often children eat dinner with their parents, the less likely children are to smoke, drink, or use illegal drugs. Naturally, parents should be the most **prominent** and active figures in their children's lives. By spending more family time together, parents can better engage with their children and encourage them to make the right choices.

4 The **nurturing** and development of

our families require investment, focus, and commitment. Strong families make strong and drug-free communities. By taking time to develop positive and open relationships with their children, parents help fight the war on drugs and encourage positive choices. Across our land, citizens, schools, and civic institutions can assist families by helping to meet the needs of all those who live in our communities. As we work together to strengthen our families, we will build a nation of hope and opportunity for all.

5 NOW, THEREFORE, I, GEORGE W. BUSH, President of the United States of America, by virtue of the authority

vested in me by the Constitution and laws of the United States, do **hereby** proclaim September 23, 2002, as Family Day. I call upon the people of the United States to observe this day by spending quality time with family members and engaging in other nurturing activities to strengthen the relationships between parents and children and help fight against substance abuse.

6 IN WITNESS WHEREOF, I have **hereunto** set my hand this twentieth day of September, in the year of our Lord two thousand two, and of the Independence of the United States of America the two hundred and twenty-seventh.

(From <http://www.whitehouse.gov/news/releases/2002/09/20020923.html>.)

(435 words)

Words in Focus

principled *adj.*

Principled behavior is based on moral principles.

preserve *v.*

If you preserve a situation or condition, you make sure that it remains as it is, and is not changed or ended.

uphold *v.*

If you uphold something such as a law, a principle, or a decision, you support and maintain it.

sustain *v.*

If you sustain something, you continue it or maintain it for a period of time.

prominent *adj.*

Someone who is prominent is important and famous.

nurture *v.*

If you nurture a young child or a young plant, you care for it while it is growing and developing.

If you nurture plans, ideas, or people, you encourage their development and success.

vested *adj.*

Something that is vested in someone is given to them as a right or responsibility.

hereby *adv.*

You use hereby in formal statements and documents to emphasize that a statement or

declaration is official.

whereof *adv.*

“Whereof” is the old use of “which”.

hereunto *adv.*

“Hereunto” is used formally to mean “here”.

Check Your Comprehension

Answer the following questions with the information from the text.

1. What do children learn from their parents?
2. What do children get from their families?
3. What has the research done by the National Center on Addiction and Substance Abuse revealed?
4. Is spending quality time with one's children very important to the children's whole life? Why?
5. What does President Bush call upon Americans to do on Family Day?

Check Your Vocabulary

The following sentences contain key words and phrases from the text. Paraphrase the sentences with a special focus on the italicized parts to show that you understand their meanings.

1. We must work together to promote and preserve the health and security of our families *by upholding the timeless values that have sustained our society through history.* (Para. 1)

We should keep up the values that America as a country has been sticking to in history so that the health and security of our families can be promoted and preserved.

2. By spending more family time together, parents can *better engage with their children* and encourage them to make the right choices. (Para. 3)

When parents spend more time with their children, they can get involved and have a real contact with them and can guide them in making the right choices in life.

3. NOW, THEREFORE, I, GEORGE W. BUSH, President of the United States of America, *by virtue of the authority vested in me* by the Constitution and laws of the United States, do hereby proclaim September 23, 2002, as Family Day. (Para. 5)

So, here and now, as President of the United States of America with the authority given to me by the Constitution and the laws of the United States, I proclaim September 23, 2002 as Family Day.

Group Discussion

Get yourselves into groups and discuss each of the following questions based on the infor-

mation from the text and from your own knowledge, experiences, and beliefs.

1. Who do you think has more influence on young children, a parent or a peer? Why?
2. Do you think that one day this world will be free of social problems such as drug abuse and crimes? Give reasons.
3. What is your interpretation of “quality time” between parents and children?
4. What suggestions would you give to parents who spend most of their time on their jobs and have no time for their children?
5. What can a university student do to contribute to the building of a healthy society?
6. In what ways do you think you can act to improve society?

READING TWO

President George W. Bush is right. A close relationship between parents and children is good for bringing up a healthy child, hence a healthy society. On the other hand, a closer bond is reinforced when a child, in his / her way, returns the love he / she gets. The following text illustrates this.

Almie Rose

1 It was at least two months before Christmas, when nine-year-old Almie Rose told her father and me that she wanted a new bicycle. Her old Barbie bicycle was just too babyish, and besides, it needed a new tire.

2 As Christmas drew nearer, her desire for a bicycle seemed to fade — or so we thought, as she didn't mention it again. Merrily, we started purchasing the latest **rage** — Baby-Sitter's Club dolls — and beautiful story books, a doll house, a holiday dress and toys. Then, much to our surprise, on December 23rd she proudly announced that she “really wanted a bike more than anything else.”

3 Now we didn't know what to do. It was just too late, what with all the details of preparing Christmas dinner and buying last-minute gifts, to take the time to select the “right bike” for our little girl. So here we were — Christmas Eve around 9:00 P.

M., having just returned from a wonderful party, **contemplating** our evening ahead — hours of wrapping children's presents, parents' presents, a brother's presents and friends' presents. With Almie Rose and her six-year-old brother, Dylan, **nestled snug** in their beds, we could now think only of the bicycle, the guilt and the idea that we were parents who would disappoint their child.

4 That's when my husband, Ron, was inspired. “What if I make a little bicycle out of clay and write a note that she could **trade** the clay model **in** for a real bike?” The theory, of course, being that since that is a high-ticket item and she is “such a big girl”, it would be much better for her to pick it out. So he spent the next five hours **painstakingly** working with clay to create a **miniature** bike.

5 Three hours later, on Christmas morning, we were so excited for Almie

Rose to open the little heart-shaped package with the beautiful red and white clay bike and the note. Finally, she opened and read the note aloud.

6 She looked at me and then at Ron and said, "So, does this mean that I trade in this bike that Daddy made me for a real one?"

7 **Beaming**, I said, "Yes."

8 Almie Rose had tears in her eyes when she replied, "I could never trade in this beautiful bicycle that Daddy made me. I'd rather keep this than get a real bike."

9 At that moment, we would have moved heaven and earth to buy her every bicycle on the planet!

(From *A 3rd Serving of Chicken Soup for the Soul*. By Jack Canfield & Mark Victor Hansen. Health Communications, Inc. 1996.)

(395 words)

Words in Focus

rage *n.*

When something is popular and fashionable, you can say that it is the rage.

contemplate *v.*

If you contemplate an idea or subject, you think about it carefully and for a long time.

nestle *v.*

If you nestle somewhere, you move into a comfortable position, often by pressing against someone or something soft.

snug *adj.*

If you are snug, you feel warm and comfortable.

trade in

If you trade in something such as your old car or old TV set, you give it to a dealer when you buy a new one so that you get a reduction on the price.

painstakingly *adv.*

A painstaking search, examination, or investigation is done extremely carefully and thoroughly. "Painstakingly" is the adverb form.

miniature *adj.*

A miniature thing is a small copy of something that is normally much larger.

beam *v.*

If you beam, you smile widely because you are happy, pleased or proud about something.

Check Your Comprehension

Choose the best answer to complete each of the following statements according to the information you get from the text.

1. Almie Rose wanted to have a new bike because _____.
 - a. the old one was not fashionable any more
 - b. the old one had been taken by her brother