



普通高等教育“十一五”国家级规划教材
普通高等教育“十二五”规划教材

大学英语立体化网络化系列教材

博雅



大学英语教程 2

读写译

黄必康 总主编

College English



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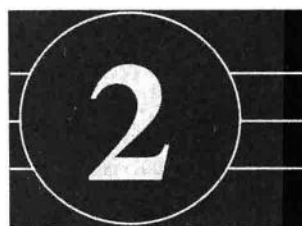
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Student's Book

COLLEGE ENGLISH

大学英语教程



读写译

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总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语综合运用能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

过去的二十多年,我国的大学英语教学随着改革开放的发展进程取得了显著的进步和成绩。但是,新的社会现实向我们提出了新的学习策略和要求。如果我们用英语实际应用能力,特别是听说能力、语言社会交往能力的标准来衡量,我国大多数的大学生还需要持久的努力。不少学生勤勉刻苦,闯过道道英语考试难关,但在需要应用英语进行交流和学业讨论时却又往往表现不尽人意,甚至一筹莫展。对于我国成千上万的大学生来说,把握英语这门国际通用语言,真正提高英语听力和口语能力,以便在当今这个经济文化日趋全球化的信息社会中最大限度地获得事业的成功和文化思想的乐趣,是他们内心深处最大的企盼,也是他们愿意为之努力奋斗的方向。

面对这样的企盼和强烈的愿望,任何人想要担负起编写一套既符合外语学习的一般规律,又有利于培养学生实际语言应用能力的大学英语教材的重任,都必须慎之又慎。更何况,在过去的二十多年中,优秀的大学英语教材层出不穷,已经为大学英语教学提供了良好的教材选择空间。

但是,大学英语教材的不断更新和建设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,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的大学英语课程教学要求,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学外国语学院全力支持,北京大学出版社组织、策划了“大学英语”立体化网络化系列教材的整个编写和出版工作。北京大学、北京师范大学、北京航空航天大学、中国农业大学等院校负责大学英语教学的诸位专家教授义不容辞,汇聚一处,以编写全新的大学英语教材的强烈责任心和使命感,反复认真研究新的教学要求,形成新的教学理念和教材思路。总主编拟定编写大纲和教材总体框架,编写样章,各分册主编组织严格选材,反复琢磨,同时选拔大学英语优秀骨干教师,积极与美国厄湾加州大学寻求合作,共同组成强大的编写队伍,经过持续有序的工作,几易其稿,终于成书,素朴定名为《大学英语教程》,付梓出版,及时奉献给广大师生使用。

本套系列大学英语教材首先推出《大学英语教程》(包括1~6册学生用书和教师用书,共12册),其中1~4册的难度对应教育部《大学英语课程教学要求》中的“一般要求”水准,5~6册达到“较高要求”的水平,此后通过专业英语系列教材的学习达到“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)实现合作,由北京大学、北京交通大学、河北师范大学、云南大学等院校英语教学专家改编新型大学英语听说教材《大学英语实用视听说教程》(包括1~4册学生用书和教师用书,共8册),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘。

本套《大学英语教程》系列教材在编写宗旨、教学理念、教学设计原则和网络教学各方面都具有鲜明的特点。

一、编写宗旨

《大学英语课程教学要求》根据我国新的社会需求和文化交流的特点,对我国大学英语教学的总目标、教学模式和教学手段做出指导性调整,明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力、提高综合文化素养,以适应我国经济发展和国际交流的需要。”

这一目标突出英语在国内外新的社会生存和发展环境中的工具性特征,强调培养学生在当今信息社会国际交流中的英语语言运用能力,是我国大学英语改革的正确的努力方向。本套《大学英语教程》系列教材的编写以此为宗旨,努力贯彻这一新的教学要求,适应新的时代需求,全面提升我国高校本科大学生英语听说能力,切实有效地培养大学生英语综合应用能力和文化素养。同时,注重培养学生英语听说能力,在方法上不是向听说领先法的简单回归,也不是片面追求交际教学,或忽视阅读和写作教学,而是从实际出发,兼收并蓄,以增强大学生英语听说能力为基本目标,拓展开来,探讨开发适合中国大学生英语学习的各种教学路子。

二、教学理念

我国的大学英语教学具有其特殊的现实:缺乏目标语实用语境,学生群体庞大,起点水平参差不齐,师生比例严重失调,总体缺乏分类指导。在此状况下,我们不应盲目套用某种或某几种外语教学理论,来指导教材编写和教学实践。应充分认识现状,从实际出发,综合运用各种教学理论,重视和总结我国大学英语教学独特的教学经验,走出自己的大学英语教学路子。

在我国大学英语教学的特殊语境中,我国大学英语学习应该是学习者以学习内容主题意义为先导,自觉自主的兴趣学习活动,是一个通过教师在课堂示范指导,重点突破,学生模仿操练,反复认知,模拟实践的有声意识活动,还是一个充分借助现代传播技术和计算机网络技术进行个性化广泛的语言拓展体验活动。是一个由学生对主题意义认知为引导,由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环递进的过程。新的大学英语教材必须充分呈现这一过程,避免把语言习得过程知识化和结构化,而应该使学生在语言行为模仿、内容主动认知、语言交际相互促动循环的过程中完成学习任务,形成语言能力,达到文化建构。这是一种以教师为学习主导,以学生为学习主体,实事求是,博采众长的多维立体、互动循环的教学理念。

三、教材设计基本原则

主题型循环原则

以课文主题为组织单元学习的核心,读写译的材料在同一主题的统筹下,主题词汇和语言表达反复呈现,循环印证,强化语言学习的记忆和保持度,促成长期记忆,以此培养学生读写译的综合运用能力。

学生认知型选材原则

选材充分考虑到大学生认知水平发展和学习心理,题材内容贴近大学生生活经验和思维水平,具有一定的文化影响力和思想深度。此外,注重学习材料内容的时代性、新颖性和趣味性,以及语言形式的多样性和准确性。注意各单元、各分册主题内容的系统性和连贯性。选材的难度进阶标准既

考虑现行国家四、六级水平词汇量和语法内容的难度范围因素,又在总体上顾及大学生对知识、主题内容的认知水准,以及未来四、六级考试有关加强听力和口语测试的改革。

自主性练习设计原则

从我国外语教学的实际出发,注重学生自主对语言信息处理的多样性,减少同一性客观型练习,增加旨在鼓励学生自主生成语言表达的主观构成型题型,例如以听带说,读写并联,组建句子,判断正误后改正或改写句子等;同时,尊重外语学习规律,适当引入母语的积极参与。同时,教师参考书中编入每单元的参考教案和教学建议及说明,并提供尽可能详细的参考资料。

四、配套网络教学系统

本套教材的编写与现代信息传播技术紧密结合,配置有现代多媒体教学内容的《大学英语教程》网络版,为学生个性化学习和大量的声像语言互动练习提供保证,形成一个由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环语言学习过程。网络版的开发满足立体化、网络化、个性化英语教学和学习的实际需要,建立计算机和课堂教学的英语多媒体教学模式。网络版建设基于如下原则:

1. 完全按照教育部《大学英语课程教学要求》和《网络课程课件评测标准》设计开发。
2. 除提供《大学英语教程》课程完备的教学内容,还提供大量丰富的教学支持资源和灵活的链接,包括教学所需的英语基础知识、与《大学英语教程》相应的听说读写材料和各种实用资源。通过多媒体技术,提供大量音像和多媒体素材,可以在网络上运行。
3. 贯彻教育部新的英语教学改革精神和教学要求,更多强调学生的自主学习。针对学生的个体学习差异,提供个性化的教学环境和开放可扩展的教学内容。应用先进的网络技术,提供师生之间、学生之间多种网络交互手段和交流平台。
4. 为适应起点不一的不同学校的教学环境,提供灵活的设置选项。可以对教学过程进行不同层次和强度的强制学习设置,以督促和检查学生的学习情况。通过对网络范围的设置,可以在教学局域网、校园网和 Internet 远程教育网络中运行,以方便学生根据自己的学习习惯自主学习。

我国英语教学界著名教授李赋宁先生、北京大学著名教授胡壮麟先生担任本套大学英语系列教材总顾问,北京大学外国语学院英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。首先推出的《大学英语教程》各分册编写分工为:

- 第一册主编:北京大学外国语学院英语系黄必康教授
- 第二册主编:北京师范大学外国语学院王焱华教授
- 第三册主编:北京大学外国语学院英语系高彦梅副教授
- 第四册主编:北京航空航天大学外语系李养龙教授
- 第五册主编:北京大学医学部外语系孙秋丹教授
- 第六册主编:中国农业大学外语系李建华教授

本套教材由北京大学教材建设委员会列为重点教材建设项目,重点支持。编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了复旦大学、南京大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、福州大学、重庆大学、云南大学、河北师范大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们感谢本套系列教材编写者、几十位英语教学专家认真细致、富有成效的工作,感谢北京大学外国语学院英语系资深教授解又明先生

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中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

黄必康
2004年3月

编排体例及教学课时说明

一、体例编排原则

本册的编写全面贯彻“主题循环、认知选材、听说先导、自主练习”的总体编写原则,在编排体例方面充分考虑不同院校的教学实际和学生自主学习的需要,力图使本教程达到较高的教学可操作性和灵活性。

二、选材主题范围

针对入校大学生的思想实际和学习兴趣,本册的选材主题范围为:父子情、夫妻情、师生情,以及人生历程和大学教育改革等。

三、单元编排体例及说明

各单元由 Language Skill, Language in Context 和 Toward Productive Language 三个部分组成。各部分教学环节安排及其功用说明如下:

第一部分: LANGUAGE SKILL

本部分为基础语言技能形成阶段,为第二部分的学习打下兴趣和语言基础。其中:

Key Words Made Easy	在主题相关句子中学习主要词汇
Key Expressions in Use	在主题相关句子中学习主要词组

第二部分: LANGUAGE IN CONTEXT

本部分为语言认知、巩固和提高阶段,围绕A课文以教师讲解、课堂讨论、构成性语言练习等方式组织学习活动。其中:

Reading Selection: Text A	由双语兴趣和读前活动导入的A课文语言输入
Questions for Discussion	阅读理解和阐释学习活动
Study and Practice	词汇练习、句子构成、篇章综合、翻译等练习
Cross-Cultural Experience	在中西文化信息差并中锻炼跨文化交往能力

第三部分: TOWARD PRODUCTIVE LANGUAGE

本部分为语言拓展和输出能力锻造阶段,以B课文为核心展开读写并连、基本写作技能培养等学习活动,其中:

Reading Activities	由双语兴趣和读前活动导入的B课文语言输入
Reading-Writing Link	读写并连;以笔头形式准确表达阅读理解;自选汉英循环翻译
Writing Awareness	初级英语写作知识输入
Writing Exercises	初级英语写作练习

四、教学课时安排建议

本册共设8个单元,供周课时4学时、一个学期16个教学周使用,即每两周8课时完成一个单元的教学,第一学期完成第一册,第二学期使用第二册,以此类推,两学年学完本教程的1—4册,达到教育部最新颁布《大学英语课程教学要求(试行)》(以下简称《要求》)规定的“一般要求”(具体教学时数安排见本册《教师用书》中每单元的Unit Overview)。此后第三学年的两学期分别使用第五册和第六册,达到《要求》规定的“较高要求”。对于基础好,学有余力的部分学生,可通过各校开设专业英语选修课的学习,争取达到《要求》规定的“更高要求”。

对于学生入学英语水平较高的院校,可用一周4课时完成一个单元,期中考试后进入第二册。第一学期即可完成第一、二册的教学,第二学期进入三、四册的教学。这样,通过一学年的教学,即达到《要求》规定的“一般要求”。第二学年可使用本教程第五、六册(相应提高英语口语和英文写作要求),一学年达到《要求》规定的“较高要求”。此后进入各校开设的专业英语选修课体系,达到《要求》规定的“更高要求”。

编 者

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Unit 1

FROM BOYS TO MEN

Part I LANGUAGE SKILL

KEY WORDS MADE EASY

Read aloud the following sentences and figure out what each italicized word means. The clue in the parentheses will help.

1. The skinny child was not scared of their threat. He demonstrated his *machismo* by pushing back. (masculine pride)
2. The father's remarks showed a lack of *sensitivity* to the problems of the kids. (emotional response)
3. He doesn't want to get married because he is afraid of any *commitments*. (obligation)
4. He thinks his brother is very uncommunicative, because he doesn't like to *acknowledge* his fears and problems. (admit)
5. As young men, we have to follow a series of *codes of conduct* in whatever we do. (rules of conduct)
6. The big boy in blue had no *empathy* for his friend who already had a swollen face. (sympathy)
7. The parents of boys are often bothered with *conflicts* between boys. (disagreement, argument)
8. A *gang* of young men is playing a trick on their buddies. (group)
9. They were about to fight when their father *intervened*. (interfere)
10. She is a silent girl, cold and *remote*. (isolated, distant, unfriendly)

KEY EXPRESSIONS IN USE

A Study the following expressions.

on the road to *in course of*

touch off *start; cause*

plead with *make continual and deeply felt requests to...*

be wary of *be careful of*

appeal to *make a strong request for help, support, mercy, etc.*

(向……)转变中,

在……过程中

引起; 触发

向……恳求

留意; 谨防

向……呼吁、求助

B Read aloud each of the following sentences. See how these expressions are used.

1. Jimmy hurt his arm in the traffic accident, but he feels better and seems *on the road to* recovery.
2. His stupid remarks *touched off* a fight between the boys.
3. He *pleaded with* his mother to let him handle the matter himself.
4. Children are taught to *be wary of* strangers when they are very young.
5. Toddlers often *appeal to* their mothers for assistance when they learn to walk.

PART II LANGUAGE IN CONTEXT

READING SELECTION: TEXT A

你是否曾经抱怨过你的爸爸或是男朋友冷漠无情、不善言表？你可曾知道 Experience pain rather than show fear 是男人的行为准则？在竞争如此激烈的时代，男人肩上的担子似乎非常沉重。但我们却很少听到他们的唠叨、抱怨，因为在他们看来这才是一个男人应有的品质。他们的性格是怎样造就而成的？是因为 they learn early on to hide what they feel and hide their weaknesses and fears from all, even those they care for and they are supposed to learn how to handle themselves.

Preview Questions

Work in pairs or groups and discuss the following questions.

1. Do you think men are insensitive? If so, what makes them insensitive?
2. In your opinion, what characteristics should a boy/man possess?
3. How do you think a boy becomes a man?
4. In your opinion, what is an ideal father or an ideal husband?

How Boys Become Men

Jon Katz

- 1 Two nine-year-old boys, neighbors and friends, were walking home from school. The one in the bright blue windbreaker was laughing and swinging a heavy-looking book bag toward the head of his friend, who kept ducking and stepping back. "What's the matter?" asked the kid with the bag whooshing it over his head. "You chicken?"
- 2 His friend stopped, stood still and braced himself. The bag slammed into

windbreaker /'wɪndbreɪkə/ *n.* 风衣
duck /dʌk/ *v.* 闪避, 躲避
whoosh /wʊʃ/ *v.* (使) 飞快移动
chicken /'tʃɪkən/ *n.* 胆小鬼, 懦夫
brace /breɪs/ *v.* (~ oneself) 使做准备; 使经受考验
slam /slæm/ *v.* 猛力抨击, 冲击



the side of his face, the thump audible all the way across the street where I stood watching. The impact knocked him to the ground, where he lay mildly stunned for a second. Then he struggled up, rubbing the side of his head. "See?" he said proudly. "I'm no chicken."

3 No. A chicken would probably have had the sense to get out of the way. This boy was already well on the road to becoming a man, having learned one of the central ethics of his gender: Experience pain rather than show fear.

4 Women tend to see men as a giant problem in need of solution. They tell us that we're remote and uncommunicative, that we need to demonstrate less machismo and more commitment, more humanity. But if you don't understand something about boys, you can't understand why men are the way we are, why we find it so difficult to make friends or to acknowledge our fears and problems.

5 Boys live in a world with its own Code of Conduct, a set of ruthless, unspoken, and unyielding rules:

6 Don't be a goody-goody.

7 Never rat. If your parents ask about bruises, shrug.

8 Never admit fear. Ride the roller coaster, and join the fistfight, do what you have to do. Asking for help is for sissies.

9 Empathy is for nerds. You can help your best buddy, under certain circumstances. Everyone else is on his own.

10 Never discuss anything of substance with anybody. Grunt, shrug, dump on teachers, laugh at wimps, talk about comic books. Anything else is risky.

11 Boys are rewarded for throwing hard. Most other activities—reading, befriending girls, or just thinking—are considered weird. And if there's one thing boys don't want to be, it's weird.

12 More than anything else, boys are supposed to learn how to handle themselves. I remember the bitter fifth-grade conflict I touched off by

thump /θʌmp/ *n.* 重击, 重击声

audible /'ɔ:dəbəl/ *adj.* 听得见的

impact /'ɪmpækt/ *n.* 碰撞, 冲击

stun /stʌn/ *v.* 使晕倒, 打晕

rub /rʌb/ *v.* 擦, 揩拭

ethics /'eθɪks/ *n.* 伦理, 道德规范, 道德准则

gender /'dʒendə/ *n.* 性, 性别

machismo /mə'tʃɪzməʊ/ *n.* 男子气概

commitment /kə'mɪtmənt/ *n.* 承诺, 责任; 承担义务

humanity /hju:'mænɪti/ *n.* 仁慈, 人道, 博爱

acknowledge /ək'nɒlɪdʒ/ *v.* 承认; 答谢

code /kəʊd/ *n.* 规范; 礼法

ruthless /'ru:θlɪs/ *adj.* 残忍的, 无情的, 不留情面的

unyielding /ʌn'ji:ldɪŋ/ *adj.* 不屈服的, 顽强的; 坚硬的

goody /'ɡu:di/ *n.* 特别吸引人的东西

rat /ræt/ *v. & n.* (俚) 背叛, 背信; 卑劣的人; 不忠实的人

bruise /bru:z/ *n. & v.* 伤痕, 擦伤, 瘀伤

roller coaster /'rəʊlə'kəʊstə/ *n.* 过山车

fistfight /'fɪstfaɪt/ *n. & v.* 拳斗

sissy /'sɪsi/ *n. & adj.* 带女孩子气的男孩; 胆小鬼

empathy /'empəθi/ *n.* 同情, 同感, 共鸣

nerd /nɜ:d/ *n.* 令人讨厌的人, 无足轻重的人

buddy /'bʌdi/ *n.* (美口) 密友, 伙伴

grunt /grʌnt/ *v.* (表示烦恼、反对、疲劳、轻蔑等) 发哼声; 咕哝着说出

shrug /ʃrʌg/ *v.* 耸肩

dump /dʌmp/ *v.* 倾倒; 甩下; 贱卖, 倾销

wimp /wɪmp/ *n.* 懦弱的人, 无用的人

comic /'kɒmɪk/ *adj.* 滑稽的, 喜剧的

befriend /brɪ'frend/ *v.* 和……交朋友, 亲近

weird /wɪəd/ *adj.* 古怪的, 离奇的, 不可思议的

conflict /'kɒnflikt/ *n. & v.* 冲突, 矛盾

elbowing aside a bigger boy named Barry and seizing the cafeteria's last carton of chocolate milk. Teased for getting aced out by a wimp, he had to reclaim his place in the pack. Our fistfight, at recess, ended with my knees buckling and my lip bleeding while my friends, sympathetic but out of range, watched resignedly.

13 When I got home, my mother took one look at my swollen face and screamed. I wouldn't tell her anything, but when my father got home I cracked and confessed, pleading with them to do nothing. Instead, they called Barry's parents, who restricted his television for a week.

14 The following morning, Barry and six of his pals stepped out from behind a stand of trees. "It's the rat," said Barry.

15 I bled a little more. Rat was scrawled in crayon across my desk.

16 They were waiting for me after school for a number of afternoons to follow. I tried varying my routes and avoiding bushes and hedges. It usually didn't work.

17 I was as ashamed for telling as I was frightened. "You did ask for it," said my best friend.

18 In panic, I appealed to a cousin who was several years older. He followed me home from school, and when Barry's gang surrounded me, he came barreling toward us. "Stay away from my cousin," he shouted, "or I'll kill you."

19 After they were gone, however, my cousin could barely stop laughing. "You were afraid of them?" he howled. "They barely came up to my waist."

20 Men remember receiving little mercy as boys; maybe that's why it's sometimes difficult for them to show any.

21 "I know lots of men who had happy childhoods, but none who have happy memories of the way other boys treated them," says a friend. "It's a macho marathon from third grade up, when you start butting each other in the stomach."

22 "The thing is," adds another friend, "you learn early on to hide what you feel. It's never safe to say, 'I'm scared.' My girlfriend asks me why I don't talk more about what I'm feeling. I've gotten better at it, but it will never come naturally."

23 You don't need to be a shrink to see how the lessons boys learn affect their behavior as men. Men are being asked, more and more, to show sensitivity, but they dread the very

elbow /'elbəʊ/ *n. & v.* 肘;用肘推
cafeteria /'kæfi'tɪəriə/ *n.* 自助餐馆
carton /'kɑ:tɒn/ *n.* 硬纸盒, 纸板箱
ace /eis/ *v.* 胜过, 打败;在……中取得好成绩
reclaim /rɪ'kleɪm/ *v.* 要求归还, 收回;使悔改
recess /rɪ'ses; (US) 'ri:ses/ *n.* 休息, 休假;休会
(at recess 在休息时间)
buckle /'bʌkəl/ *v.* 扣住, 使弯曲, 变形;屈服
resignedly /rɪ'zamdli/ *adv.* 听从地, 服从地
crack /kræk/ *v.* 破裂, 打破;衰退, 垮掉
plead /pli:d/ *v.* 恳求, 祈求;辩护
pal /pæl/ *n.* 伙伴, 好友
scrawl /skrɔ:l/ *v.* 潦草地写;涂写
vary /'veəri/ *v.* 改变, 变更, 使多样化
hedge /hedʒ/ *n.* 树篱, 障碍物
gang /gæŋ/ *n.* (一)伙, (一)群
barrel /'bærəl/ *v.* 高速行驶, 飞奔
howl /haʊl/ *v.* 嚎叫, 咆哮, 吼叫
macho /'mɑ:tʃəʊ/ *adj.* 男子的, 男子气的
marathon /'mæərəθən/ *n.* 马拉松赛跑, 耐力赛
butt /bʌt/ *v.* 用头(或角)顶撞
shrink /ʃrɪŋk/ *n.* 收缩, 缩水;精神病医生
sensitivity /,sensɪ'tɪvɪti/ *n.* 敏感
dread /dred/ *v.* 恐惧, 畏惧

word. They struggle to build their increasingly uncertain work lives but will deny they're in trouble. They want love, affection, and support but don't know how to ask for them. They hide their weaknesses and fears from all, even those they care for. They've learned to be wary of intervening when they see others in trouble. They often still balk at being stigmatized as weird.

deny /di'naɪ/ *v.* 否认, 否定
 wary /'weəri/ *adj.* 警戒的, 警惕的
 intervene /,ɪntə'veɪn/ *v.* 干涉, 干预, 插入, 介入
 balk /bɔːlk/ *v.* (常与 at 连用) 犹豫不决, 畏缩不前
 stigmatize /'stɪgmətaɪz/ *v.* 诬蔑; 指责
 evolve /ɪ'vɒlv/ *v.* 使发展, (使) 进化, 演化
 curve /kɜːv/ *n.* 曲线, 弯曲; (棒球) 曲线球
 curve ball 曲线球
 encircle /ɪn'sɜːkl/ *v.* 环绕, 包围, 围绕组成一圆圈
 rumple /'rʌmpl/ *v.* 弄皱; 使凌乱
 former /'fɔːmə/ *adj.* 以前的, 从前的
 moist /mɔɪst/ *adj.* 潮湿的, 湿润的

24 Some men get shocked into sensitivity — when they lose their jobs, their wives, or their lovers. Others learn it through a strong marriage, or through their own children.

25 It may be a long while, however, before male culture evolves to the point that boys can learn more from one another than how to hit curve balls. Last month, walking my dog past the playground near my house, I saw three boys encircling a fourth, laughing and pushing him. He was skinny and rumpled, and he looked frightened. One boy knelt behind him while another pushed him from the front, a trick familiar to any former boy. He fell backward.

26 When the others ran off, he brushed the dirt off his elbows and walked toward the swings. His eyes were moist and he was struggling for control.

27 “Hi,” I said through the chain-link fence. “How ya doing?”

28 “Fine,” he said quickly, kicking his legs out and beginning his swing.



Notes

Jon Katz: Born in 1947, he is a journalist and critic. He has worked as a reporter and editor at a number of American newspapers—*The Washington Post*, *The Boston Globe*, *The Dallas Times-Herald*, and *The Philadelphia Inquirer*—and in television as executive producer of the CBS Morning News. In magazines he has been the media critic for *New York*, *Rolling Stone*, and now *Wired*. In addition, Katz is a novelist with four published books: *Sign Off*, *Death by Station Wagon*, *The Family Stalker*, and *The Last Housewife*. He lives in New Jersey with his wife and daughter. The essay was published in January 1993 in *Glamour*, a magazine for young women.

Experience pain rather than show fear: They'd prefer to suffer from pain rather than show any fear to others.

Code of Conduct: a set of rules for governing one's behavior

male culture: be strong and non-emotional