

总主编：戴炜栋

新世纪研究生 公共英语教材

READING A (TEACHER'S BOOK)

阅读

(教师用书)



主编：高桂珍 王慧莉



上海外语教育出版社

总主编：戴炜栋

新世纪研究生 公共英语教材

READING A (TEACHER'S BOOK)

阅读

(教师用书)

A

主编：高桂珍 王慧莉
编者：于 馨 刘文字 李纯娟
冷晓萍 赵仕凤 常玉民
主审：张 旭


WU
外教社

上海外语教育出版社

图书在版编目(CIP)数据

阅读(A)教师用书 / 高桂珍 王慧莉主编. —上海:

上海外语教育出版社, 2002

ISBN 7-81080-494-4

I. 阅… II. ①高… ②王… III. 英语-阅读教学-研究生-教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2002)第 044232 号

新世纪研究生公共英语教材编委会

主 任: 戴炜栋

委 员: (以姓氏笔画为序)

庄智象 上海外国语大学

余建中 复旦大学

吴古华 清华大学

吴鼎民 南京航空航天大学

李玉璞 山东大学

周海中 中山大学

柴小平 浙江大学

高桂珍 大连理工大学

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), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

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

责任编辑: 李振荣

印 刷: 上海市崇明县裕安印刷厂

经 销: 新华书店上海发行所

开 本: 787×960 1/16 印张 13.75 字数 297 千字

版 次: 2002 年 8 月第 1 版 2002 年 8 月第 1 次印刷

印 数: 2 200 册

书 号: ISBN 7-81080-494-4 / G · 265

定 价: 15.80 元

本版图书如有印装质量问题, 可向本社调换

出版说明

随着大学外语教学水平的不断提高,研究生外语学习的起点也逐年提升,全国大学英语教学大纲和研究生英语教学大纲相继作了修订。研究生入学时,绝大多数已经具备了较为扎实的语言基础,基本上都通过了大学英语四级考试,不少还通过了六级考试。然而在教材上,目前许多学校使用的仍然是外教社出版的《大学英语》(修订版)5、6册。为了编写出适应新时代要求的教材,外教社组织了清华大学、复旦大学、浙江大学、山东大学、中山大学、大连理工大学、南京航空航天大学等10所重点大学,召开了教材编写委员会会议,作了广泛而深入的调研。在认真分析当前研究生英语教学现状的基础上,编写出了这套教材。

教材编写时考虑到以下几点:1、练习设计和活动安排以学习者为中心,强调应用能力的培养。2、针对研究生听说能力下降的情况,编写专门教材,重视口语和听力的培养。3、课文题材、体裁多样,紧跟时代。4、重视翻译和写作(尤其是论文写作)能力的培养。5、在突出词法、句法的基础上,融入篇章知识的教学。

外教社研究生公共英语系列教材由以下几个部分组成:

《阅读》A、B、C 学生用书、教师用书各三册

《听力》上、下学生用书、教师用书各两册

《口语口译》一册

虽然外教社有编写大型教材的成功经历,《大学英语》修订版和全新版受到了全国高校师生的普遍欢迎,但由于研究生英语教学情况非常复杂,学生来源不一,水平参差不齐,该套教材可能存在这样那样的缺点。我们衷心希望广大师生在使用本教材过程中,多和我们联系、沟通,提出宝贵的意见和建议,以便我们不断修订,不断提高、完善。

该套教材的录音材料由上海外语音像出版社出版。

上海外语教育出版社

使用说明

《新世纪研究生公共英语教材阅读 A》是为适应研究生英语教学改革,提高研究生的语言运用能力而编写的。本书的编者承担研究生英语教学十余年,对目前国内研究生英语教学现状进行了多方考察和研究,经过大量的教学实践和尝试,感到国内同行已达成如下基本共识:研究生层次的英语教学应当摆脱强调打基础的应试型教学模式,将重点转移到加强语言运用能力的应用型或实用性的教学模式上来。鉴于我国研究生入学水平参差不齐的实际情况,《新世纪研究生公共英语教材阅读 A》是为具有中等水平的非英语专业硕士研究生设计的,也可供单考生、同等学历的研究生使用。其特点是语言知识与能力训练并重,重点在于培养学生读、写、译的语言运用能力,并兼顾培养学生的听说能力。

全书共分 15 个单元。每一单元由 pre-reading、while-reading 和 post-reading 三部分组成。每单元设有课前练习活动、正课文、生词、注释、练习和副课文。每单元的学时可视内容和长度及各校的具体情况而定,一般可按平均 6 学时安排教学。

课文全部选自原文,题材和体裁力求多样化;内容丰富,具有趣味性和启发性,有利于开阔学生视野。每篇正课文长度均在 1 000 词以上(个别课文除外),侧重于训练学生的阅读理解能力。教师应在组织学生讨论中要求学生达到完全理解,并加强学生阐述见解、表达观点的能力。课前练习(Pre-reading Activity)部分设计的 warm-up、pair work 等练习旨在激发学生 对课文信息的预测和联想能力。副课文的长度比正课文短,内容与正课文贴近,便于学生联系全文的主要内容和思路进行全面理解,并有利于学生扩大阅读量,扩充词汇,提高阅读速度。对副课文内容只要求掌握中心思想和主要内容,无需完全理解。

练习形式多样,难易搭配适当,教师可根据具体情况有选择地使用或全部使用。项目包括:1. 课前练习:有 warm-up、pair work 等。2. 有课文阅读理解、多项选择、问答题、判断正误题、思考题等。3. 词汇:同义词、反义词、构词及其他有助于学生掌握词义、用法等练习形式。4. 翻译:汉译英(以练习课文中的生词及词组为主)。5. 综合填空。6. 写作:句子写作(包括句型转换、换词练习)和短文写作(以给定的题目、提纲,写出 180—200 词的文章)。

尽管本书的编写力求准确、实用,但限于编者水平,书中定有许多需进一步改进和完善之处,祈请各位同行和广大学生批评指正。

编者

2002 年 6 月

CONTENTS

| | | |
|----------------|---|-----|
| Unit 1 | The Most Important Day in My Life | 1 |
| Unit 2 | Managers for the Twenty-First Century | 15 |
| Unit 3 | Oceans of Sand | 28 |
| Unit 4 | Three Kinds of Fatigue | 41 |
| Unit 5 | Bringing up Children | 53 |
| Unit 6 | How Service Experiences Affect Students | 65 |
| Unit 7 | Reassessment of Technology | 81 |
| Unit 8 | How Trees Are Killing Our Rivers | 94 |
| Unit 9 | The Piece of String | 106 |
| Unit 10 | How to Build a Body Part | 118 |
| Unit 11 | Etiquette | 137 |
| Unit 12 | Online — and in Fashion | 153 |
| Unit 13 | Practical Psychology: Silent Speech | 164 |
| Unit 14 | Plagiarism Exposed at University | 179 |
| Unit 15 | “Death Cigarettes? You Must Be Joking!” | 197 |

UNIT ONE

The Most Important Day in My Life

Background Information

Helen Keller (1880 – 1968) and Anne Sullivan Macy (1866 – 1936): Helen Keller was born on 27 June 1880 in Alabama, the daughter of a newspaper editor. Before her illness she was a lively and healthy child with a friendly personality. She could walk and even say a few simple words. The fever cut her off from the outside world, depriving her of sight and sound. It was as if she had been thrown into a dark prison cell from which there could be no release.

Luckily Helen was not someone who gave up easily. Soon she began to explore the world by using her other senses. She followed her mother wherever she went, hanging onto her skirts. She touched and smelled everything she came across and felt other people's hands to see what they were doing. She copied their actions and was soon able to do certain jobs herself, like milking the cows or kneading dough. She even learnt to recognise people by feeling their faces or their clothes. She could also tell where she was in the garden by the smell of the different plants and the feel of the ground under her feet.

By the age of seven she had invented over 60 different signs by which she could talk to her family. If she wanted bread for example, she would pretend to cut a loaf and butter the slices. If she wanted ice cream she wrapped her arms around herself and pretended to shiver.

Helen was unusual in that she was extremely intelligent and also remarkably sensitive. By her own efforts she had managed to make some sense of an alien and confusing world. But even she had limitations.

At the age of five Helen began to realise she was different from other people. She noticed that her family did not use signs like she did but talked with their mouths. Sometimes she stood between two people and touched their lips. She could not under-

2 READING A (TEACHER'S BOOK)

stand what they said and she could not make any meaningful sounds herself. She wanted to talk but no matter how she tried she could not make herself understood. This made her so angry that she used to hurl herself around the room, kicking and screaming in frustration. So, just before her seventh birthday, the family hired a private tutor.

Anne Sullivan came from a background of extreme misery and poverty. She had lost her own sight when she was five and had been thrown into the poor house when her family broke up. Eventually she was lucky enough to get a place at the Perkins School for the Blind in Boston.

Here she earned the nickname "Spitfire" because of her rudeness and bad behaviour. Fortunately the director realised that if she could learn to behave she would be one of his most talented pupils. After several years, and two successful operations to restore her sight, she graduated with honours. It was clear to the director that this was the person to tame Helen Keller.

Anne soon realised the cause of Helen's tantrums. She knew that if she could teach her to communicate she would become a different person. Even so, before she could teach this wild child, she had to control her. When she tried to get Helen to do something she didn't like Helen would scream and kick and bite. Anne eventually won these battles by sheer will-power and persistence.

As a result Helen became gentler and she soon learnt to read and write in braille. She also learnt to read people's lips by pressing her fingertips against them and feeling the movement and vibrations. This method is called Tadoma and it is a skill that very, very few people manage to acquire. She also learnt to speak, a major achievement for someone who could not hear at all.

Eventually Anne decided that Helen needed more formal instruction if she was to achieve her ambition of going to college. In 1888 they both went to the Perkins Institute for the Blind in Boston. Here Anne continued to teach Helen but with the equipment and books provided by the school. Then in 1894 they went to the Wright-Humason School for the Deaf in New York. Anne attended the lessons with Helen and acted as her interpreter. She tapped out what the teachers said into Helen's hand and transcribed book after book into braille.

Helen proved to be a remarkable scholar, graduating with honours from Radcliffe College in 1904. She had phenomenal powers of concentration and memory, as well as a dogged determination to succeed. While she was still at college she wrote *The Story of My Life*. This was an immediate success and earned her enough money to buy her

own house. Another important work is *Teacher* (1956), an account of Anne Sullivan, to whom she owed her education.

Helen was very religious and her faith led her to examine the world more and more carefully. She began to realise that there was great injustice in the world and that people were not treated equally. Blindness was often caused by disease which was itself often caused by poverty. She became a suffragette and a socialist, demanding equal rights for women and better pay for working class people. She also helped set up the American Foundation for the Blind in order to provide better services to people with impaired vision.

She toured the country, giving lecture after lecture. Many books were written about her and several plays and films were made about her life. Eventually she became so famous that she was invited abroad and received many honours from foreign universities and monarchs. In 1932 she became a vice-president of the Royal National Institute for the Blind in the United Kingdom.

After her death in 1968 an organisation was set up in her name to combat blindness in the developing world. Today that agency, Helen Keller International, is one of the biggest organisations working with blind people overseas.

It is important to remember that without the help of others Helen Keller would never have succeeded as she did. She relied a great deal on Anne Sullivan, who accompanied her everywhere for almost fifty years. Without her faithful teacher Helen would probably have remained trapped within an isolated and confused world.

Even so, there is no doubt that Helen Keller was quite remarkable. She was extremely intelligent, sensitive and determined. She was certainly the first deaf-blind person to make such a public success of her life. But she is not the only person with a hearing and sight impairment to succeed. She is simply the best known.

Perhaps her biggest success was in persuading others that disability is not the end of the world. One Japanese lady said of her,

“For many generations, more than we can count, we bowed our heads and submitted to blindness and beggary. This blind and deaf woman lifts her head high and teaches us to win our way by work and laughter. She brings light and hope to the heart”.

Introduction

The Most Important Day in My Life is a story written by Helen Keller, the blind and deaf, but great and educated woman. The essay is typically a piece of narration or nar-

rative writing. The word “narration” usually refers to the telling of a story or relating of an event. The purpose in writing this full-length narrative is to tell in detail a story that has one topic: The day she learned and discovered something important about her life.

The writing technique, the main characteristic of narration is chronological development. The writer has narrowed down the topic to the most important day. The sentences are arranged logically, that is, the topic suggests chronological development, and the sentences are arranged in chronological order. It employs transitions expressing time, for example, “on the afternoon of that eventful day” (para. 2), “The morning after my teacher came ...” (para. 5), “On entering the door ...” (para. 8). The essay, then, is coherent.

The essay is also unified, all of the sentences show what happened during that eventful day. All the events discuss the relationship among language, thinking, and emotions from what Helen was learning when she learned to spell d-o-l-l to what Helen understood when the water flowed over her hand. Helen clearly tells what she feels about each event with a strong controlling idea: the most important discovery of Helen’s life, which helps the reader get a clear image of what Helen was like.

Clearly, the story is both unified and coherent. From the autobiography, we can see Helen recounts important events from childhood that lead to the most important discovery of her life, and certain events in our lives help us to understand ourselves and the world around us. Perhaps you remember a specific incident from childhood or adolescence that taught you something about yourself. Through events like these we make important personal discoveries.

Language Points

1. **I am filled with wonder ... which it connects.** (para.1): When I think of the great differences between the two lives the important day connects, I am full of wonder.

be filled with: be full of

Examples:

Young people are filled with joy when they are in love.

People are filled with admiration for the PLA soldier’s bravery who saved the child from the cold river.

2. **to and fro** (para.2): backwards and forwards.

Examples:

Walking to and fro in the room, the man looked worried.

Mr. Smith journeys to and fro between London and Paris for his private business.

3. **penetrate, pierce, prick, probe** (para. 2): These words all have the meaning “make a way into or through”.

Penetrate can be vt. or vi. and is usually more formal and more widely used. It can refer to light, sound, etc, which naturally go into or through.

Example:

The heavy rain had penetrated right through her coat.

Pierce means purposely to go into or through (sth) with a sharp-pointed instrument.

Example:

She had her ears pierced so that she could wear ear-rings.

Prick is similar to *pierce*, but it can also refer to the tiny holes made by a sharp needle or other equipment.

Example:

The child pricked the balloon and it burst.

Probe means to explore or examine (sth).

Example:

Searchlights probed the night sky but found nothing unusual.

4. **come forth** (para. 2): appear, open into flowers

Examples:

At the approach of the sweet spring, leaves and blossoms all come forth to greet it.

Thousands and thousands of people came forth from the building, trying to have a look at the new dress of the emperor.

5. **I did not know what the future ... , and a deep languor had succeeded this passionate struggle.** (para. 2): Whether the future of me was full of something marvelous or something surprising, I did not know. For weeks, anger and bitterness had continuously and greatly troubled me. Following this passionate struggle was a mood of deep low spirit.

6. **very** (para. 3): exactly (used for emphasis)

Examples:

He was always sitting in the very same seat.

6 READING A (TEACHER'S BOOK)

This is the very person I have been looking for.

7. **I stretched out my hand as I supposed to my mother to love me.** (para. 4): I held out my hand because I thought it was my mother. Someone took my hand, caught up with me and held me closely in her arms. She had come to teach me, to show me things, and what's more, she had come to love me.

8. **be flushed with** (para. 5): excited and eager, filled with pleasure and pride

Examples:

The young parents were flushed with happiness at the birth of their first child.

The PLA soldiers, flushed with the first success, went on to win another victory.

9. **In the days that followed ... sit, stand and walk.** (para. 5): Although I did not really understand, in the days that followed, I learned to spell a large number of words in this way. Among those words there were nouns like pin, hat, cup as well as verbs like sit, stand and walk.

10. **apply to** (para. 6):

(1) have a bearing (on), concern, be relevant to

Examples:

What I have said does not apply to you.

What the teacher said only applies to some of the students.

(2) make practical use of sth

Example:

The results of the research can be applied to new developments in technology.

11. **In despair she had dropped ... at the first opportunity.** (para. 6): Losing hope, Miss Sullivan gave up the attempt to teach me that different objects had different names. But she picked up the subject whenever there was an opportunity.

in despair: losing all hope

Examples:

In despair he gave up the struggle to win her love.

In despair she intended to commit suicide. Luckily, she was saved.

at the first opportunity: when there is an opportunity

Examples:

To improve your English, you should talk to a native English speaker at the first opportunity.

He wants to travel abroad at the first opportunity.

12. **Neither sorrow nor regret followed my passionate outburst.** (para. 6): After the bursting out of my strong feelings of anger and impatience, I did not feel sorry or regretful.

neither ... nor: ... not ... and not ...

Examples:

I neither know nor care what has happened.

The hotel they stayed in was neither spacious nor comfortable.

13. **sentiment, sensation** (para. 6):

sentiment: emotion

Examples:

Should reason be guided by sentiment?

The sentiment of pity is made up of the feeling of sympathy and of a desire to help and protect.

sensation: feeling

Examples:

Massage produces wonderful sensations.

I had the sensation that I was being watched.

14. **We walked down the path ... with which it was covered.** (para. 7): The well-house was covered with the flower — honeysuckle and we were attracted by the sweet smell of it. So we walked down the road to the well-house.

with which ...: attributive clause with preposition before the attributive pronoun

Examples:

The parents are eager to know the boy with whom their daughter went to the movie last night.

The boy did not know to which teacher he should hand in his homework.

but pay attention: With set prepositional phrases like take care of, pick up, set off, etc, we can not put the prepositions before the pronouns.

15. **gush over** (para. 7):

(1) flow, burst out suddenly

Examples:

Seeing the blood gushing over from the wound, the girl cried.

Oil keeps gushing over from a new well.

(2) talk with excessive enthusiasm

Examples:

A young mother often gushes over her young baby.

Don't gush over your new car.

16. **fix on (upon)** (para. 7): direct (one's eyes, attention, etc) steadily (at)

Examples:

Children are likely to fix their attention on the motions of their parents.

Her eyes were fixed on the movement of the clock.

17. **There were barriers still ... , be swept away.** (para. 7): It is true that there were still hindrances, but these hindrances could sooner or later be removed.

in time: sooner or later

Example:

Don't be upset, I'm sure you will learn how to do it in time.

sweep away: remove

Example:

Be confident! Those barriers in your learning could be swept away in time.

18. **give birth to** (para. 8): bear a baby; produce

Examples:

Mary has just given birth to a new baby.

Marx's ideas gave birth to the theory of communism.

19. **quiver, shake, quake, shiver, shudder, tremble** (para. 8): These words refer to slight or violent (fierce) movement and often unconscious nervousness.

Shake is the most commonly used word and it is different from the other words in that it can refer to both people and the things one does.

Examples:

He saw his father shaking his fist in rage but he did not know why.

Looking out of the window, he saw branches shaking in the wind.

Quiver refers to a quick and almost unnoticed motion.

Examples:

Her whole body quivered with delight.

Ropes were quivering tautly under his hands.

Quake especially refers to a more violent movement.

Examples:

When she saw the gun in the murderer's hand, her heart could not help quaking with panic.

They felt the ground quaking beneath them as artillery barrage began.

Tremble is similar to *quiver*, with the meaning of uneasiness or nervousness.

Examples:

Her hands trembled with eagerness as she opened the letter.

Tree leaves started to tremble in the faint breeze.

Shiver is similar to *tremble* with the meaning of slight, quick motion because of cold or fear.

Examples:

People began to shiver as the intense cold pervaded the room.

She shivered inwardly at the thought of having to explain to her mother why she had come back so late.

Shudder means more severe or stronger movement than *tremble* or *shiver*; unconscious motion because of fear, hatred or overjoy.

Examples:

She shuddered at the touch of his leathery hand.

He shuddered breathlessly in the doorway until his pursuer had raced past.

Keys to Exercises

I. Comprehension Check

i

1C 2D 3D 4B 5D 6D 7B 8C 9D 10D

ii

1d 2b 3f 4h 5e 6a 7g 8c

II. Vocabulary Study

i

- | | | |
|----------------|---------------|-----------------|
| 1. applied | 2. repentance | 3. penetrated |
| 4. monkey-like | 5. contrast | 6. impressed |
| 7. passionate | 8. awakened | 9. succeeded |
| 10. blossoms | 11. expectant | 12. opportunity |

ii

- | | | | |
|-------------|-------------|----------------|-----------------|
| 1. tussle | 2. gushed | 3. quivering | 4. lingered |
| 5. attempts | 6. grope | 7. fragrance | 8. persisted in |
| 9. flushed | 10. vaguely | 11. confounded | 12. approaching |

iii

| adj. | negative | adj. | negative |
|------------|--------------|---------------|-----------------|
| measurable | immeasurable | usual | unusual |
| conscious | unconscious | patient | impatient |
| tangible | intangible | comprehending | uncomprehending |
| interested | uninterested | familiar | unfamiliar |
| attractive | unattractive | forgettable | unforgettable |
| important | unimportant | correct | incorrect |

III. Cloze

1C 2D 3B 4A 5A 6D 7A 8B 9C 10C
 11D 12B 13C 14B 15C 16D 17A 18B 19B 20A

IV. Translation

1. On those days and nights when I was waiting for the results of the Entrance Examination, my heart was filled with wonder (or uncertainty). I wondered what the future held for me, of surprise and excitement or disappointment and sorrow.
2. The little girl ran swiftly to catch up with her mother and stretched out her hand to her, crying for more candies and drinks. But the mother persisted that they had bought enough.
3. His wife was sent into the operation room. He walked to and fro in the corridor, smoking one cigarette after another. When he saw the door opened, he felt a thrill of tenseness.
4. Under the gaze of his colleagues, he flushed with embarrassment and bowed his head. He casually took up a newspaper and hid his face behind it, pretending to be reading it.
5. They fixed all their attention on the research project on hand. They believed that as long as they didn't lose heart, they would succeed in these experiments in time.
6. She had just given birth to an infant when her husband left / deserted her. In despair, she shut herself and the infant in a room, claiming that they would perish together. Thanks to the policemen who came in time, the mother and the daughter escaped death by a hair's breath (or had a narrow escape).

V. Writing

Sentence Rewriting

i

1. Hardly had I opened the door when the salesman began talking.
2. Scarcely had he stepped on board the boat when he tripped over a rope and broke his leg.
3. Never have I seen such an amazing sight.
4. Only after being asked three times did he answer me.
5. Only by doing the job yourself will you get it done properly.
6. Under no circumstances are you to leave school without permission.

ii

1. She could have finished the book but she didn't.
2. He could have got there on time but he didn't.
3. If he had not acted so quickly there might have been a serious fire.
4. He may not have missed the bus if he had been early.
5. He could have repaired the car himself but he didn't.
6. She could have solved the problem but she didn't.

Essay Writing

A Sample Essay

The Most Unforgettable Teacher I Ever Met

In my life I have met many teachers who have made a great impression on me and are worth recalling. Among them, the most unforgettable one is my teacher of English in junior high school.

What constantly brings back my memories of my middle school English teacher is her unique qualities. In the first place, I was attracted by her lively wit. I remember that we, all of her students, were eager to attend her class because her lectures were full of humours, which often made us laugh and never sleepy. Secondly, she offered us the greatest gift a teacher can give — passion for learning. With her perfect pronunciation, intonation and explanation, she not only let us feel the beauty and magic of another language, but also aroused our great interest in further exploring something in this field. Last but not least, I was deeply moved by the respect she showed for us. She treated us like friends instead of students. We enjoyed visiting her home, playing and eating the delicious foods she made. We all liked to talk to her for academic suggestions as well as about our personal problems. We benefited a lot from her advice.