

总主编：戴炜栋

新世纪研究生 公共英语教材

READING A (STUDENT'S BOOK)

阅读

(学生用书)

A

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 (STUDENT'S BOOK)

阅读

(学生用书)

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
主审：张 旭



上海外语教育出版社

图书在版编目(CIP)数据

阅读(A)学生用书/高桂珍 王慧莉主编. —上海:

上海外语教育出版社, 2002

新世纪研究生公共英语教材

ISBN 7-81080-495-2

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 044231 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 19.5 字数 430 千字

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

印 数: 8 000 册

书 号: ISBN 7-81080-495-2 / G · 266

定 价: 21.50 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。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。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 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。课文的题材和体裁力求多样化。课文内容丰富,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 1000 词以上(个别课文除外),侧重于训练学习的阅读理解力,教师应在组织学生讨论中要求学生达到完全理解,并发展和加强学生阐述见解、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:warm-up、pair work 等。2. 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,写出约 150—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

Text: Etiquette	202
Supplementary Readings: A. American Classroom Customs	215
B. A World Guide to Good Manners	219
— How not to behave badly abroad	

UNIT TWELVE

Warm-up	222
Text: Online — and in Fashion	222
Supplementary Readings: A. Tim Berners-Lee (I)	234
B. Tim Berners-Lee (II)	237

UNIT THIRTEEN

Warm-up	240
Text: Practical Psychology: Silent Speech	241
Supplementary Readings: A. Soundless Communication	254
B. You Are How You Wait: Queue Psychology	258

UNIT FOURTEEN

Warm-up	261
Text: Plagiarism Exposed at University	261
Supplementary Readings: A. In Praise of the F Word	275
B. How Can Asian Children Achieve So Much	279

UNIT FIFTEEN

Warm-up	283
Text: “Death Cigarettes? You Must Be Joking!”	283
Supplementary Readings: A. Here’s to Your Health	294
B. Health and Safety at Work	299

UNIT ONE

Warm-up

I. Group Discussion

Discuss the following topics in a group of four.

1. What's the most important day in your life?
2. What happened on that day?
3. What's the significance of that day in your life?

II. Pair Work

Work in pairs and share with your partner:

1. The unforgettable events in your life
2. The best teacher you have met
3. The most important qualities of a good teacher

Text

The Most Important Day in My Life

Helen Keller

1 The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

2 On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the

2 READING A (STUDENTS' BOOK)

steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

3 Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

4 I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

5 The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while Miss Sullivan slowly spelled into my hand the word "d-o-l-l" I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.

6 One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r". Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still,

dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

7 We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cold something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

8 I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

9 I learned a great many new words that day. I do not remember what they all were; but I know that mother, father, sister teacher were among them — words that were to make the world blossom for me, “like Aaron’s rod, with flowers.” It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

(from *Refining Composition Skills*)

New Words

immeasurable / ɪ'meʒərəbl / <i>a.</i>	the size, extent, volume, etc of (sth or sb) that can not be found or known exactly 无法估量的,非常大的
eventful / ɪ'ventfʊl / <i>a.</i>	full of notable events 多重要事件的,充满大事的
porch / pɔ:tʃ / <i>n.</i>	built-out roofed doorway or entrance to a building 门廊
dumb / dʌm / <i>a.</i>	temporarily silent 暂时沉默的,不愿说话的
expectant / ɪk'spektənt / <i>a.</i>	expecting 期望的,期待的
vaguely / 'veɪɡli / <i>ad.</i>	uncertainly 不清楚地,模糊地
sign / saɪn / <i>n.</i>	movement of the hand, head, etc used with or instead of words; signal 手、头等示意动作;手势
penetrate / 'penɪtreɪt / <i>v.</i>	make a way into 进入,穿透
honeysuckle / 'hʌnɪsʌkl / <i>n.</i>	金银花
upturn / ʌp'tɜ:n / <i>v.</i>	(make) ... turn up (使)朝上,(使)向上
linger / 'lɪŋɡə(r) / <i>v.</i>	stay at or near a place 逗留,徘徊
unconsciously / ʌn'kɒnʃəsli / <i>ad.</i>	not consciously 无意识地;无意地
blossom / 'blɒsəm / <i>n.</i>	flower, esp of a fruit-tree; (U) mass of flowers on a bush or tree 花(尤指果树之花);(树上的)花簇,花团
bitterness / 'bɪtə(r)nɪs / <i>n.</i>	sorrow, sadness 悲伤,痛苦
prey / preɪ / <i>v.</i>	(on/upon) (of fears, etc) trouble greatly (指恐惧等)使苦恼,折磨
languor / 'læŋɡə(r) / <i>n.</i>	lack of life or movement 精神消沉;无精打采
passionate / 'pæʃənət / <i>a.</i>	filled with, showing strong feeling or enthusiasm esp of love, hate or anger 激烈的;具有强烈感情的
tangible / 'tæŋdʒəbl / <i>a.</i>	able to be touched 可触知的
grope / grəʊp / <i>v.</i>	feel or search about as one does in the dark 摸索;搜寻
plummet / 'plʌmɪt / <i>n.</i>	铅锤;铅垂线
sounding-line = lead line	水砣绳;测深绳
tussle / 'tʌsl / <i>n.</i>	(<i>colloq</i>) hard struggle or fight (俗)剧烈的争斗、争论
confound / kən'faʊnd / <i>v.</i>	mix up, confuse (使)混淆;(使思想等)混乱
renew / rɪ'nju: / <i>v.</i>	repeat 重新做
keenly / 'ki:nli / <i>ad.</i>	strongly, deeply 强烈地,深刻地

outburst / 'aʊtbɜ:st / <i>n.</i>	bursting out (of steam, energy, laughter, anger, ect) 爆发, 突发
sentiment / 'sentɪmənt / <i>n.</i>	emotion 感情; 情绪
tenderness / 'tendə(r)nɪs / <i>n.</i>	gentle or sympathetic care 温柔
hearth / hɑ:θ / <i>n.</i>	floor of a fire place 炉床, 炉边
sensation / sen'seɪʃən / <i>n.</i>	ability to feel, feeling 感觉
hop / hɒp / <i>v.</i>	(指人)单足跳跃
skip / skɪp / <i>v.</i>	jump lightly or quickly 轻快地跳
fragrance / 'freɪgrəns / <i>n.</i>	sweet or pleasing smell 芳香, 香气
spout / spaʊt / <i>n.</i>	管口; 喷水孔
gush / gʌʃ / <i>v.</i>	burst, flow out suddenly 涌出; 迸出
misty / 'mɪstɪ / <i>a.</i>	with mist; not clear 模糊的; 朦胧不清的
thrill / θrɪl / <i>n.</i>	excitement 激动
quiver / 'kwɪvə(r) / <i>v.</i>	(cause to) tremble slightly or vibrate (使)微震; 震颤
vainly / 'veɪnlɪ / <i>ad.</i>	without hope 徒然地; 无结果地
repentance / rɪ'pentəns / <i>n.</i>	regret for wrong doing 悔悟; 懊悔
sorrow / 'sɒrəʊ / <i>n.</i>	regret, grief 悔恨; 悲伤
crib / krɪb / <i>n.</i>	bed for a newborn baby 婴儿睡的小床

Phrases and Idiomatic Expressions

fill with	make or become full 装满, 充满
to and fro	backwards and forwards 往返地, 来回地
come forth	open into flowers; appear 出现, 涌现
shut sb in	confine or enclose 监禁, 围住
catch up (with)	come up to, overtake 赶上
flush with	(fig) fill with pride; encourage (喻)使得意; 激动
a great / good many	a large number (of) 很多(的)
impress sth on / upon sb	fix sth in sb's mind: make sb keenly aware of sth 给……以深刻的印象
in despair	losing all hope 绝望中
at the first opportunity	一有机会
gush over sb / sth	burst or flow out suddenly 涌出, 迸出
fix on / upon	direct (the eyes, one's attention, etc) steadily on or to 使(眼睛、注意力等)指向; 专心于

in time	not late; sooner or later 及时;迟早
give birth to	bring into the world; (<i>fig</i>) produce 生(婴儿);(喻)产生

Notes on Text

About the author Helen Keller (1880 – 1968) was a famous American writer and educator. She was stricken at the age of 19 months with an illness that left her deaf and blind. She became mute shortly thereafter. In spite of her parents' efforts to teach her to speak, she could not do that even at the age of six.

Then, in 1887, a teacher, Miss Sullivan, Anne Mansfield Sullivan, came to live with her. Though Miss Sullivan herself had been blind, she had great patience to teach Helen in a curious way. She brought Helen into touch with everything that could be reached or felt. Then she tried to spell words into Helen's palm after touching the objects. In this way Helen was able to read, write and speak. She made such progress that some time later she was able to go to college. During the days at college, Annie had to spell out the teacher's lectures to Helen five or more hours daily. Helen was greatly struck by Annie's hard work. She was always encouraged by her teacher's inspiration. Following the example of Sullivan, Helen devoted her life to serving the blind and deaf in the world.

Proper Names

Helen Keller	海伦·凯勒
Anne Mansfield Sullivan	安妮·曼斯菲尔德
Laura Bridgeman	劳拉·布里奇曼
Perkins Institute	珀金斯学院

Exercises

I. Comprehension Check

- i. For each of the following questions or unfinished statements, choose the most appropriate.
 1. What day is the most important day in Helen's life?

- A. The day when Helen was led into Miss Sullivan's room.
 - B. The day when Helen went to the well-house.
 - C. The day when Miss Sullivan first came to Helen.
 - D. The day when Helen realized the meaning of "w-a-t-e-r".
2. The author guessed that something unusual would happen from _____.
- A. what her mother told her
 - B. what her mother was ordering the servants to do in the house
 - C. what people were saying and doing in the house
 - D. what people were busying doing and the mother's signs
3. What was the first word that Miss Sullivan spelled in Helen's hand?
- A. Mother.
 - B. Teacher.
 - C. Water.
 - D. Doll.
4. When Helen was waiting for Miss Sullivan's coming that day, she was _____.
- A. angry and sad
 - B. at a loss
 - C. excited and expectant
 - D. delightful and cheerful
5. Having learned to make the letter of the word "doll" _____.
- A. Helen realized that she was spelling a word and there existed words
 - B. Helen was eager to learn more words
 - C. Helen knew that everything had a name
 - D. Helen was simply interested in the finger game
6. Miss Sullivan tried to make Helen understand that "m-u-g" is mug and "w-a-t-e-r" is water, but Helen kept confusing them, then Sullivan _____.
- A. dropped the subject once and for all
 - B. continued to do it until she realized that her repeated attempts made Helen tired and angry
 - C. became impatient and unhappy and gave it up
 - D. dropped it for a while and picked it up when there was an opportunity
7. Why did the author throw the new doll upon the floor?
- A. Because she did not like it.
 - B. Because she became tired of the teacher's attempts to teach her the meaning of word.
 - C. Because she had formed the habit of throwing things on the floor.

8 READING A (STUDENTS' BOOK)

- D. Because she wanted to make trouble to Miss Sullivan.
8. The mystery of language was revealed to Helen when _____.
- A. Miss Sullivan first spelled the word "water" in Helen's one hand, and the cool stream gushed over the other
 - B. the cool stream of water ran quickly over Helen's hand
 - C. Helen realized "w-a-t-e-r" meant the cool something that was flowing over her hand
 - D. Helen remembered something she forgot, and her whole attention was drawn to the motions of her teacher's fingers
9. What does the sentence "That living word awakened my soul" mean?
- A. It means that it gave light, hope and joy to the author.
 - B. It means that it broke down all the barriers before the author, which made learning easy for her.
 - C. It means that the author felt a returning thought and she was conscious of the things forgotten.
 - D. It means that the author realized there existed words, which made her eager to learn and start a new life.
10. "For the first time I longed for a new day to come" implies that _____.
- A. the author was confused before
 - B. the author did not like the days before
 - C. the author knew what she lived for
 - D. the author began to love life

ii. Match the phrases or sentences in Column A with one from Column B so that their meanings are complete or more comprehensible.

A	B
1. On March 3rd, 1887,	a. as I knew everything had a name and each name gave birth to a new thought.
2. The morning after my teacher came,	b. I succeeded in imitating the spelling of "doll".
3. In the days that followed,	c. I felt I was the happiest child in the world.
4. One day, while I was playing with my new doll,	d. my beloved teacher first came to me.

续表

A	B
5. We walked to the well-house,	e. there I suddenly realized what the spelling "w-a-t-e-r" meant.
6. I left the well-house eager to learn,	f. I learned to spell a great many words in an uncomprehending way.
7. On entering the door,	g. I remembered the broken doll, picked it up and tried vainly to put them together.
8. As I lived over the joys that day had brought me,	h. my teacher tried to make me understand different words had different spellings.

iii. Thinking about it.

1. What date was the most important in the author's life? And why? Do you think Helen's personality changed after that day? Why? What are some other important days mentioned in the text?
2. In what way was the author different from an ordinary child? How did her teacher teach her? Was she successful? How do you know?
3. What characters did Miss Sullivan have? Do you think they are principal of a teacher?
4. Who is the most unforgettable teacher in your life? Can you describe him (her)?

II. Vocabulary Study

- i. Here are some words from the text. Use the appropriate form of them to complete these sentences.

contrast	passionate	apply	blossom
expectant	succeed	impress	repentance
penetrate	monkey-like	opportunity	awaken

1. The results of this research can be _____ to new developments in the field.
2. He had hurt his parents, but he showed no sign of _____ on his face.
3. The heavy rain had _____ right through her coat, so she caught a bad cold