



教育部师范教育司组织编写
中学教师进修高等师范本科(专科起点)教材

专升本

● 总主审 秦秀白

英语阅读教程

English Reading Course

下

陈立华 主编



高等教育出版社

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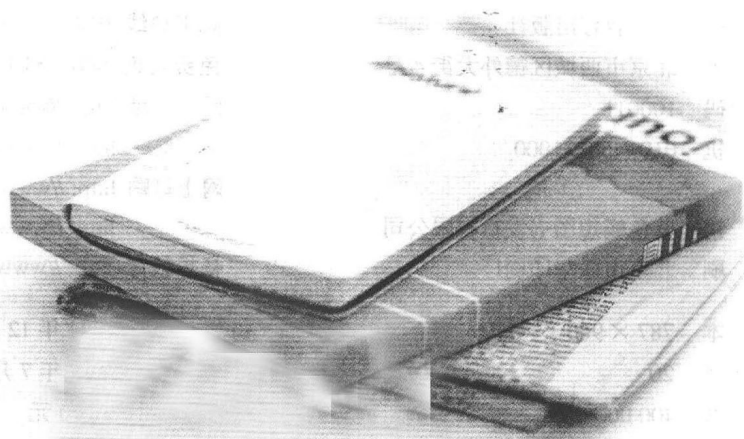
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陈立华 主编

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前 言

为了适应我国教育事业的发展,培养高素质的中学师资队伍,我们编撰了《英语阅读教程》教材。《英语阅读教程》主要供专科起点的中学教师进修高等师范本科英语专业泛读课使用,也可用于高师英语专业学生的泛读课实践。编写本教材的目的在于有效地训练学生的阅读技能,培养学生阅读能力,提高阅读速度,丰富语言知识,增强英语语感,从而使学生的英语语言水平迈上一个新的台阶。

《英语阅读教程》分上、下两册,供一学年教学使用。教材每册分为16个单元,每单元课文由A、B、C三大部分组成。A部分课文主要选自当代英文报纸,内容包括新闻摘要、文化、体育报道、财经报道、科技报道、生活栏目等。A部分的训练重点是快速阅读,要求学生参考规定时间计时阅读,经常检查阅读速度是否加快,理解能力是否提高。B部分课文选自当代英、美书刊,内容包括英、美国家人文地理、民俗典故及社会生活的方方面面。每课课文后附有各种不同形式的练习题,要求学生熟知课文内容,理解课文的段落大意和中心思想,能够根据上下文猜测生词的意思,学会归纳要点、撰写内容提要。B部分还简略介绍基本阅读技巧与方法,训练学生将阅读技巧运用到实践中去。课文前的预热练习是为了调动学生的积极性,鼓励学生主动地参与到阅读中来,使课堂气氛热烈、活跃。C部分课文选自英语经典文学作品,内容包括优秀短篇小说、经典诗歌、散文、短篇剧作及长篇小说选读等。每课课文前介绍基本的文学理论与文学评论知识,课后附有思考题与分析题,目的在于培养学生分析、鉴赏文学作品的能力,了解常见的文学评论知识。所有课文内容思想健康,具有知识性和趣味性。各个单元阅读量都较大,选材范围广,题材、体裁力求多样化,语言地道,形式新颖。在阅读材料的难易程度安排上,尽可能做到由浅入深、循序渐进。所编练习力求实用性强,可操作性强,切实帮助学生理解课文难点,把握重点,掌握高效、实用的阅读方法。书后附有练习参考答案。

在使用《英语阅读教程》的过程中,应从学生的实际水平出发,指导学生循序渐进地阅读各类题材的读物。第一学期阅读速度的起点为每分钟120个单词,逐渐提高,理解准确率为70%;第二学期阅读速度则从每分钟140个单词开始,逐渐达到每分钟180个,最后应达到约220个单词左右的阅读速度,理解准确率不低于75%。在课堂教学中,教师应按泛读课教学大纲的综合要求,结合教材的特点,采取灵活多样的教学方法。同时要通过各种方式对学员进行测试和检查,以了解学员对阅读内容的掌握程度和存在的问题,及时采取改进措施。

由于我们水平有限,教材中疏漏与错误之处在所难免,恳请同仁与广大读者批评指正。

编 者

2004年9月

附：课时分配参考表

课程名称	课时分配					考核形式	
	脱产	业余	函授			考试	考查
			面授	自学	合计		
英语阅读教程	72	72	54	108	162	√	
Unit 1	4	4	3	6			
Unit 2	4	4	3	6			
Unit 3	4	4	3	6			
Unit 4	4	4	3	6			
Unit 5	4	4	3	6			
Unit 6	4	4	3	6			
Unit 7	4	4	3	6			
Unit 8	4	4	3	6			
Unit 9	4	4	3	6			
Unit 10	4	4	3	6			
Unit 11	5	5	4	8			
Unit 12	5	5	4	8			
Unit 13	5	5	4	8			
Unit 14	5	5	4	8			
Unit 15	6	6	4	8			
Unit 16	6	6	4	8			

**教育部师范教育司组织编写中学教师进修
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专 业 必 修 课	综合英语教程 (1~4)	秦 秀 白	张维友
	综合英语教程教师参考书		张维友
	综合英语教程录音带		张维友
	英语阅读教程 (上、下)		陈立华
	英语听力教程 (上、下)		李国芳
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	英美概况		隋铭才
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	英语教学理论与实践		田式国
选修课	经典英语电影作品赏析		刘晓天

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UNIT

1

- ☐ Summit Meeting
- ☐ Do the Poor Deserve Bad Schools?
- ☐ The Singing Lesson



Section **A**

Summit Meeting

Total words: 583 words

- 1 About one month ago on May 29, mountaineers from around the world assembled at the foot of the Himalayas and formed special teams to climb Mount Qomolangma, the world's highest mountain, to celebrate the 50th anniversary of the first human ascent.
- 2 Two months ago, a special mountaineering team comprising college students will set off on an expedition to climb another snowcapped mountain in Tibet during their summer holidays. If the attempt is successful, it will be the 11th mountain the team has conquered in its 10-year history.
- 3 The trip has been organized by the Tsinghua Mountaineering Team, an amateur mountain climbing team mainly comprising students at the university.
- 4 As one of the pioneer university approving outdoor sports activities, mountaineering and rock climbing commenced in 1990 among students, which led to the formal founding of the team four years later.
- 5 The team has successfully distinguished itself as an active leading amateur mountaineering organization with an admirable list of conquests. And the annual summer expedition to climb various natural peaks has become a tradition that is regarded as an exclusive honor.
- 6 This time the team plans to conquer Samdain Kangsang mountain — the middle section of the Tonggula Mountains in Tibet with an altitude of 6 590 metres.
- 7 It is incomparable to the Himalayas yet Samdain Kangsang is one of the 25 highest

mountain in Tibet and is respected by local people for its religious significance.

- 8 The snow mountain receives many pilgrims each year although this summer the pilgrims will be from Tsinghua with a different target in mind.
- 9 “The climb is a dream trip for us as we travel along the roads of our lives. We choose mountains to celebrate our youth while our peers enjoy spending time playing computer games or watching TV,” said team member Wang Jinpeng.
- 10 It is easy to say but hard to do. The road is filled with hardship rather than romance and is only accessible for the well prepared. For an amateur student climbing team, the relative lack of systematic training, experience at high altitude and bottomless financial support always challenges their confidence in the team’s climbing ability.
- 11 Sometimes these factors can be fatal. Last year, another climbing team from Peking University, which also comprised college students, was hit by an avalanche when climbing in Tibet. Five students were killed in the accident, causing a nationwide debate over whether climbing activities should be open to students.
- 12 “People will certainly link safety and our climbing trip with last year’s tragedy. We understand that and we have prepared thoroughly,” said Wang.
- 13 Preparations started nearly half a year ago. After months of heavy training, all 15 team members believe they are fully prepared both mentally and physically for the challenges they will face. “We are required by China Mountaineering Association to hire a local climbing guide. We will also take a satellite phone with us in case of emergency,” Wang emphasized.
- 14 The team will leave for Tibet on July 7. Despite the preparations, no one can be one hundred percent sure about what will happen. But uncertain difficulties along with the natural menace of the mountain have steeled the resolve of the climbers.
- 15 “No one can deny climbing is a dangerous sport. However, the joy of conquering a mountain is so attractive to climbers. British climber George Mallory once memorably explained why one would attempt to climb a high mountain — because it is there,” Wang said.
- 16 “That’s the reason. And we’ll be there, too.”



Your reading time: _____

C omprehension

Read the following statements and decide whether they are True (T) or False (F).

1. Mountaineers successfully climbed the world's highest mountain Himalayas 50 years ago.
2. Tsinghua University is one of the pioneer universities approving outdoor sports activities.
3. Tsinghua Mountaineering Team is an amateur mountain climbing team, mainly comprising college students.
4. Tsinghua Mountaineering Team was founded formally in the year of 1990.
5. It is a tradition for Tsinghua Mountaineering Team to climb various natural peaks every two years.
6. The mountain that Tsinghua Mountaineering Team plans to conquer this time is the world's second highest one.
7. In order to climb Samdain Kangsang successfully, Tsinghua Mountaineering Team began to prepare nearly half a year ago.
8. Last year, Tsinghua Mountaineering Team was hit by an avalanche when climbing in Tibet and five students were killed in the accident.
9. This time, all the members in Tsinghua Mountaineering Team believe that they are fully prepared both mentally and physically for the challenge they will face.
10. Not all the people believe that climbing activities should be open to students.

Total number right _____ Percent _____

Your reading proficiency = (words/time) × (right)% =

Section **B**

Read the title of the following article. Then write down 10 to 15 words that you think will appear in the passage.

Do the Poor Deserve Bad Schools?

Emily Mitchell

- 1 Before starting their morning lessons, children in public schools across the US recite the Pledge of Allegiance. The familiar words echo in immaculate suburban buildings with bright, airy classrooms and labs where children study art and languages, learn on the latest computers and play sports in well-equipped gyms. They also ring out in overcrowded, eroding inner-city schools where sewage backs up into bathroom plumbing and where students share used textbooks and practice typing on handmade, fake keyboards. Whatever the setting, the pledge ends the same: "with liberty and justice for all".
- 2 As these disparities have become too glaring and shameful to ignore, a reform movement has grown that seeks to play Robin Hood by taking funds from richer districts to help pay for schools in poorer ones. Since the 1970s, 10 states have decided — or been forced by courts — to overhaul their methods of funding some of their school districts. In the process, tempers are flaring in a manner reminiscent of the disagreements that once raged over school busing. "It is a tug-of-war between equity and excellence," says Tony Rollins, executive director of the Colorado Education Association, a state teachers' union that has been active in the funding wars.
- 3 The forces of equity have now been joined by a powerful voice: that of education gadfly Jonathan Kozol, author of a galvanizing new book, *Savage Inequalities* (Crown; \$20). After two years of research, Kozol has written a searing *exposé* of the extremes of wealth and poverty in America's school system and the blighting effect on poor children, especially those in cities.

- 4 From San Antonio to New York City's South Bronx, Kozol observes, inner-city schools are bleak fortresses with rotting classrooms and few amenities to inspire or motivate the young. A history teacher at East St. Louis' Martin Luther King Jr. High school, he notes, has 110 students in four classes, and only 26 books. Every year, says a teacher in a nearby school, "there's one more drinking fountain that doesn't work, one more classroom without texts."
- 5 In painful detail, Kozol describes such inner-city schools as Morris High in the South Bronx, where water cascades down the stairways when it rains, and Chicago's Du Sable High, where the chemistry teacher uses a popcorn popper as a Bunsen burner. Kozol juxtaposes these images with descriptions of the luxurious facilities in nearby wealthy suburbs like Winnetka, north of Chicago. Its New Trier High has, among other things, seven gyms, rooms for fencing, wrestling and dance instruction, and Olympic-size pool.
- 6 For Kozol and many activist reformers, the chief villain of the education tragedy is "local control". America's decentralized system of school administration and its heavy reliance on property taxation. Everything from pencils to teachers' salaries is paid for through a patchwork process that varies from state to state. But in most cases, about 6% of the money in any district comes from Washington, 47% from the state government and 47% from locally generated property taxes. Kozol believes the best way to improve schools — all schools — would be to do away completely with the property tax as a source of revenue. In its place he suggests a progressive income tax to raise money that would then be distributed fairly among districts.
- 7 There is no denying the key role that property levies have played in creating the vast educational gap between rich and poor. School trustees in the affluent Texas district of Glen Rose, for example, annually dole out \$9 326 per pupil — three times as much as the per-student allocation in the Rio Grande Valley's bleak Roma district. For reformers, the chief ally has been state courts, which have ruled in many cases — Kentucky, Texas, New Jersey and Montana, for example — that inequalities are unconstitutional. In Tennessee, 77 school districts asked a state court to take the same approach, and won. A similar suit has been launched by 108 of Michigan's 500 school districts.
- 8 The reform movement is already producing some results. In 1989 Kentucky's supreme court ruled that the state's school-finance system was unconstitutional; the richest schools were allocated as much as \$4 200 a year for each pupil, while poorer ones received only \$1 700 per student. Under a plan that is in its second year, virtually every school district now has at least \$3 200 to spend per student; over the years, the gap between

rich and poor districts will be further narrowed. Children from low-income families now have new preschool programs, and there is a wide range of Saturday and after-school projects for students with special needs.

- 9 But in other parts of the country the fight over redistributing privilege remains bitter. Texas' state supreme court ruled in 1989 that gross educational inequality could no longer be condoned. Since then Texas lawmakers have come up with two plans that the judiciary found unsatisfactory. Governor Ann Richards signed a compromise law last year that shifted millions of dollars in property-tax revenue to poorer districts, but the bill's constitutionality is still under challenge in the courts.
- 10 In New Jersey, Democratic Governor James Florio did some fast backpedaling after prompting the state legislature to enact a Robin Hood plan last year that would have used \$1.1 billion in state taxes to raise the level of funding in poor school districts. When affluent voters expressed outrage, Florio agreed to shift \$360 million of the school aid back to property-tax relief. His political standing was badly damaged; at board of education meetings in Florham Park, N.J., angry parents showed up seeking to turn their public school district into a private one.
- 11 It is easy enough to condemn those self-protective actions as selfishness, but as author Kozol points out, in most cases better-off Americans simply have a narrower view of what they are doing. "They do not want poor children to be harmed," he writes, "they simply want the best for their own children." Those sentiments are echoed by New Jersey school-district superintendent Timothy Brennan, whose Holmdel district spends \$7 450 per pupil, vs. \$3 086 in the state's poorest jurisdiction. "The point of reform was to make all schools equality schools. But I fear that everything will settle into mediocrity." The belief even extends to children. Kozol spoke to a student in a wealthy New York City suburb whose family had moved from the problem-plagued Bronx. "There's no point in coming to a place like this, where schools are good," she said, "and then your taxes go back to the place where you began."
- 12 Yet anyone who has seen the shameful disparities between public schools in rich and poor areas, or who has read Kozol's vivid account, will find it difficult to deny that the differences in funding make a mockery of the nation's ideal. Fifth-grade teacher Madelyn Cimaglia has no doubt of the wonders that could be worked in San Antonio's Edgewood school district if more funds were available. Like thousands of her peers, Cimaglia supplements meager classroom supplies with her own money, buying her students books such as *Alice in Wonderland* and *Charlotte's Web*. "Our kids would fly if we had resources similar to the rich districts," she says.

Extracting the Main Idea

Read the passage and then choose the best summary.

This passage is about

- a. how the poor children suffer in the bad schools in America.
- b. the differences between good schools and bad schools.
- c. the inequality between public schools in rich and poor areas.
- d. prejudice against the poor people.

Dealing with Unfamiliar Words

1. Write down the synonyms of the following words.

- a. disparity b. gulf c. chance

2. Some of the difficult words and expressions can be understood from the context. Guess the meaning of the following words and expressions from the context.

- a. immaculate (para. 1): This refers to (1) how clean the building is (2) how dirty the building is.
- b. eroding (para. 1): The inner-city schools seem (1) very old and broken (2) new and in good condition.
- c. overhaul (para. 2): The states have to (1) continue (2) change their methods of funding.
- d. gadfly (para. 3): The word refers to (1) a provocative person (2) an annoying insect.
- e. galvanizing (para. 3): It suggests that the book is (1) poorly decorated (2) well-decorated.
- f. searing (para. 3): Kozol's description of the difference between the poor and the wealthy makes the reader feel (1) worried (2) relieved.
- g. blighting (para. 3): This effect is (1) positive (2) negative.
- h. amenities (para. 4): They are probably (1) pleasant things or places (2) unpleasant things or places.
- i. cascade (para. 5): The water (1) falls like a waterfall (2) drops slowly.
- j. dole out (para. 7): This phrase probably means (1) to collect (2) to allocate.