



普通高等教育“十一五”国家级规划教材

新世纪大学英语系列教材

总主编 秦秀白

阅读教程

主编 黄源深

COLLEGE ENGLISH

*Learning to Read:
An English Reading Course*

5

学生用书
Student's Book

普通高等教育“十一五”国家级规划教材
新世纪大学英语系列教材
总主编 秦秀白

阅 读 教 程

Learning to Read: An English Reading Course

主 编 黄源深
副主编 向明友
编 者 赵文静 谢咏梅 王 军
周 峰 徐申生 魏春莲
审 订 Milt Morris



学生用书
Student's Book

图书在版编目(CIP)数据

阅读教程. 第5册 / 黄源深主编. —上海: 上海外语教育出版社, 2009
(新世纪大学英语系列教材)

学生用书

ISBN 978-7-5446-1253-1

I. 阅… II. 黄… III. 英语-阅读教学-高等学校-教材

IV. H319.4

中国版本图书馆 CIP 数据核字(2009)第 026217 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: 杭 海

印 刷: 江苏句容市排印厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 12.25 字数 223千字

版 次: 2009 年 7 月第 1 版 2009 年 7 月第 1 次印刷

印 数: 10 000 册

书 号: ISBN 978-7-5446-1253-1 / H · 0515

定 价: 20.00 元

本版图书如有印装质量问题, 可向本社调换

编委会名单

顾 问 (按姓氏笔画顺序)

李观仪 胡文仲 桂诗春 董亚芬 蒋妙瑞 戴炜栋

总主编 秦秀白

编 委 (按姓氏笔画顺序)

王一普	(南开大学)	张维友	(华中师范大学)
王守仁	(南京大学)	李 梅	(同济大学)
王海啸	(南京大学)	李霄翔	(东南大学)
白永权	(西安交通大学)	束定芳	(上海外国语大学)
石 坚	(四川大学)	杨达复	(西安外国语学院)
刘 骏	(汕头大学)	杨惠中	(上海交通大学)
刘洵波	(华南理工大学)	汪火焰	(武汉大学)
刘海平	(南京大学)	邱东林	(复旦大学)
庄智象	(上海外国语大学)	陈永捷	(上海交通大学)
严 明	(黑龙江大学)	罗立胜	(清华大学)
何莲珍	(浙江大学)	柯彦玠	(北京大学)
余渭深	(重庆大学)	俞洪亮	(扬州大学)
吴松江	(福州大学)	徐青根	(苏州大学)
张 森	(河北科技大学)	屠国元	(中南大学)
张绍杰	(东北师范大学)	黄国文	(中山大学)
张勇先	(中国人民大学)	黄源深	(上海对外贸易学院)
张春柏	(华东师范大学)	黄震华	(对外经济贸易大学)

2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后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,以适应我国社会发展和国际交流的需要”,提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求。与此同时,教育部在全国180所院校开展多媒体网络教学的试点,推广具有个性化学习特征的多媒体网络教学系统,并于2005年2月颁布了《全国大学英语四、六级考试改革方案(试行)》,2007年7月又下发了修订后的《大学英语课程教学要求》。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤,也是历史的必然。

正是在这样的时代背景下,上海外语教育出版社于2004年初组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。项目开始之初,外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究,并请专家对编写方案进行了多次论证。在上海外语教育出版社庄智象社长的直接领导和筹划下,经过三年多的努力,我们编写了这套“新世纪大学英语系列教材”,力图为新世纪形势下的我国大学英语教材建设做出新的尝试和努力。经教育部认定,本套教材已被列入“普通高等教育‘十一五’国家级规划教材”。

在编写过程中,我们力求体现以下一些编写理念和特色:

(一)坚持人本主义教育观。在确立“新世纪大学英语系列教材”的指导思想时,我们强调教学过程中的人的因素,强调“以学生为中心”,重视开发学习者的自我潜能,注重“情感”和“态度”在学习活动中的作用和力量,力图使学生成为“自我实现者”。与此同时,我们认为,教师必须在课堂内外发挥指导作用,指导学生学会学习。

(二)尊重外语教学的普遍规律和在国内学习英语的客观条件,充分考虑“人”、“语言”和“社会”之间存在的互为依存、互动互促、密不可分的关系,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情景之中,养成用英语进行思维的习惯,做到学有所思、思有所得、得有所用,从而不再感到英语是身外之物,实现英语综合运用能力和学习者人格、素质的同步提升。

(三)立足国情,博采众长,充分吸收我国外语教学长期积累下来的宝贵经验和行之有效的教学方法,全面而辩证地审视国外盛行的教学理念,汲取其精髓和内涵,兼收并蓄地注入我们的教学理念中,确保教材具有更好的系统性、科学性、完整性、针对性和实用性。

(四)全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法,确保“分层次教学”和“分类指导”的落实,让不同地区、不同群体、不同层次乃至不同时期的学习者各尽其能、各取所需地选用学习资源。为此,系列教材的主干教程共分8册,旨在实现“一般要求”(1—4册)、“较高要求”(3—6册)和“更高要求”(5—8册)的学习目标。不同类别的学校可根据各自的情况从中选择各自的教学起点。

(五)为了体现人本主义的教育观并贯彻“个性化学习”、“自主式学习”、“合作学习”等先进学习理念,“新世纪大学英语系列教材”在课堂教学活动和课后学习活动的设计和安排等方面为教师 and

学生都提供了较为广阔的空间，教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式，实现《大学英语课程教学要求》提出的教学模式的改变，即从“以教师为中心、单纯传授语言知识与技能的教学模式”向“以学生为中心、既传授一般的语言知识与技能，更注重培养语言运用能力和自主学习能力的教学模式”的转变。

(六)在教学内容的安排上，本系列教材讲求科学性和系统性；在培养学生英语综合运用能力方面，本系列教材注重听说训练，强调听、说、读、写、译等诸方面技能协调而全面的发展；在练习设计上，本系列教材突出实用性、新颖性和可操作性。

(七)为适应新形势下我国高校英语教育的需求，“新世纪大学英语系列教材”增加了诸如“经贸类”和“文化类”的选修课教程。这些用英文撰写的选修课教程旨在拓宽学生的相关专业知识，进一步提高学生的英语思维能力和听、说、读、写、译诸方面的语言应用技能。

“新世纪大学英语系列教材”由《综合教程》、《阅读教程》、《视听说教程》、《写作教程》、《快速阅读》和选修课系列教程等部分组成。除《快速阅读》外，各教程均配有教师手册。《综合教程》和《视听说教程》配有学习光盘和电子教案；《写作教程》配有电子教案；《快速阅读》配有学习光盘。各教程虽自成体系，但理念相通、联系密切、相得益彰，为学生和教师提供了比较完整的、多元的、立体化的英语教学平台。

“新世纪大学英语系列教材”各教程及主编如下：

教材名称	主 编
综合教程	秦秀白 (华南理工大学)
阅读教程	黄源深 (上海对外贸易学院)
视听说教程	杨惠中 (上海交通大学)
写作教程	刘海平 (南京大学)
快速阅读	束定芳 (上海外国语大学)
经贸类选修课教程	黄震华 (对外经济贸易大学)
文化类选修课教程	石 坚 (四川大学)

新世纪呼唤新教材，新教材体现新理念。和外语界的众多前辈一样，我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白

《阅读教程》1—4册适应《大学英语课程教学要求》所提出的阅读教学“一般要求”的目标。第5、6册是前4册的延展,编写中仍紧扣《课程要求》,旨在达到《课程要求》所提出的“较高要求”的教学目标。

教材力求体现以下特色:

1. 培养通过阅读获取信息的能力。这主要通过做阅读练习的方式来完成,练习围绕理解“中心大意”、“主要事实”和“有关细节”来设计,形式与1—4册相近,以体现“接轨”和“过渡”。
2. 训练以正常速度阅读的能力。按正常阅读速度计算(每分钟70—90词),主要选文中标出了每10分钟需要完成的阅读量,使学生做到心中有数,知道自己是否达到了规定的阅读速度。
3. 训练阅读过程中注意力的持久性。选文的篇幅远远超过前几册教材,其目的在于训练学生的阅读耐心。

《阅读教程》第5、6册与前4册相比最大的区别在于第5、6册在培养学生阅读理解能力的同时,狠抓学生阅读速度的提高和阅读注意力持久性的培养。5、6两册选文长度明显增加,每单元3个部分的阅读量均在2 100—2 700词之间,每篇选文要求学生按每分钟70—90词的速度读完。这种注重提高阅读速度和培养阅读耐心的尝试在国内尚属首次。

美国专家Milt Morris和英国专家Tony Ward对文稿的认真审读有助于保证本书的质量。

整个教材编写团队力求高标准、严要求地完成编写任务,但理想和现实之间始终存在着矛盾,缺陷和疏漏永远是我们必须面对的事实,对这部教材来说也是如此。为此,我们诚恳地希望读者不吝指教。

编者

《阅读教程》第5、6册是在前4册的基础上编写的，既可以由教师在课堂上讲解，也可让学生自学。考虑到大学英语课程课时有限，很多学校不一定有时间在课堂上处理《阅读教程》的内容，我们在编写时尽量预设让学生以自助的方式来完成这门课的学习。为此，学习者阅读以下内容是非常必要的。

1. 《阅读教程》第5、6册编写的基本构想是什么？

《阅读教程》与其他教材的关系为相辅相成，各司其职。《阅读教程》第5、6册依然紧扣《大学英语课程教学要求》，完成《要求》所提出的“阅读教学”的任务，达到“较高要求”标准（1—4册目标为“一般要求”）：“能基本读懂英语国家大众性报刊杂志上一般性体裁的文章，阅读速度为每分钟70—90词……能阅读所学专业的综述性文献，并能正确理解中心大意，抓住主要事实和有关细节。”教材集中抓好三个方面：a. 培养获取信息的能力。主要通过做阅读练习的方式来完成，练习仍围绕理解“中心大意”、“主要事实”和“有关细节”，练习形式与1—4册相近，以体现“接轨”和“过渡”。b. 训练以正常速度阅读的能力。按正常阅读速度计算（每分钟70—90词），在主要选文中标出每10分钟需要完成的阅读量，使学生做到心中有数，知道自己是否达到了规定的阅读速度。c. 提高注意力持久性。第5、6册教材文章的篇幅远远超过前几册，其目的正在于训练学生的阅读耐心。

2. 《阅读教程》第5、6册的基本构成和目的是怎样的？

《阅读教程》第5、6册每册6个单元，每个单元由3个板块构成：a. Reading for Information; b. Reading for Pleasure; c. Test Your Reading。

第一板块 Reading for Information 部分由一篇文章构成，为主要阅读材料，类似于课文，长度为半小时阅读量，含2100—2700个单词。第二板块 Reading for Pleasure 部分由两篇生动有趣的短文组成，每篇文章的长度可以有一定的弹性，但两篇文章之和不少于半小时阅读量，即不少于2100个单词，这部分的目的是继续培养学生的阅读兴趣。第三板块 Test Your Reading 部分由一篇文章构成，选文长度为半小时阅读量，在2100—2700个单词之间，以测试学生阅读速度及理解水平为目的。

3. 《阅读教程》第5、6册的练习形式是怎样的？

第一板块 Reading for Information 部分在课文前有两个 Pre-reading Questions 练习，一般与选文内容相关。课文后面的练习由 Comprehension Questions 和 Summary 两部分构成。Comprehension Questions 给出的10道选择题均围绕课文中心大意、主要事实和有关细节；Summary 要求学习者在所提供的10—15个关键词的基础上撰写一篇长度为150词左右的课文小结，意在培养学习者抓

大意的能力，并使他们有能力把从阅读中获得的信息传递给他人。

第二板块 Reading for Pleasure 部分在每篇选文后配 2—3 个问题，意在帮助学习者回忆文章内容。

第三板块 Test Your Reading 部分选文后配有 10 道选择题，涉及课文中心大意、主要事实和有关细节。本部分测试的内容包括两个方面，一是 Test your reading speed，按每分钟 70—90 词的阅读速度，在选文中标出每 10 分钟需要完成的阅读量，如能全部读完则为“合格”，否则为“不合格”；二是 Test your reading comprehension，即获取信息的能力，按每题 10 分来打分。所以测试的最后得分应为两个：所达到的阅读速度和获取信息的能力。

4. 为什么要编写“趣味阅读”(Reading for Pleasure)?

目前大学英语课程的基本教学模式是“精雕细刻慢慢读，反复举例细细嚼”，注意力大都集中在句子的解读和词汇的“开花”上，多少忽视了篇章的含义。结果使学习者“见木不见林”，抓住了孤立的词和句，却丢失了文章所传递的信息；同时还把英语学习变成了枯燥繁琐的“解码”活动，即使是“阅读课”，也完全丧失了通常阅读应带来的乐趣。

针对这一弊病，我们设计了“趣味阅读”这一板块。选中的课文一般都很有吸引力，学习者可以不费力气地读下去。文后所附的 2—3 个问题只是一种提示，帮助回忆所读文章的大意。这一部分其实是起着阅读材料的作用，学习者可以把这当作大量阅读的材料，通过自主学习来完成。

5. 《阅读教程》第 5、6 册与前 4 册的最大区别在哪里?

《阅读教程》第 5、6 册与前 4 册相比，最大的区别在于第 5、6 册在培养学生阅读理解能力的同时，狠抓学生阅读速度的提高和阅读注意力持久性的培养。《阅读教程》第 5、6 册选文长度明显增加，每单元 3 个部分的阅读量均在 2 100—2 700 词之间；Reading for Information 和 Test Your Reading 部分的选文都按每分钟 70—90 词的阅读速度，每 10 分钟在文内作一次标识，供学生控制和掌握阅读速度。这种注重阅读速度和阅读耐心培养的理念和措施开国内阅读教学之先河。

如果把英语学习比作一场战斗的话，那么这是一场持久的战斗，是对学习者意志力的挑战和考验，因为英语学习不同于别的学习，是无法速成的。谁能锲而不舍，不畏艰难，坚持到底，谁就能赢得胜利。这中间，方法当然是重要的，但更重要的是态度——百折不回的态度。从这个意义上说，学习者只有战胜自己才能战胜学习的对象，把英语学好。而按现在的条件，我们每一个人都是有可能把英语学好的，需要的是努力和坚持！祝大家成功！

编者

CONTENTS

Unit One	1
Part I Reading for Information	1
Pre-reading Questions	1
Text: <i>I Fell in Love, or My Hormones Awakened</i>	1
Exercises	9
Part II Reading for Pleasure	11
Text 1: <i>Love in an Unlikely Season</i>	11
Exercises	16
Text 2: <i>The Baggy Yellow Shirt</i>	16
Exercises	20
Part III Test Your Reading	20
<i>It's Radi-O</i>	20
Exercises	25
Unit Two	27
Part I Reading for Information	27
Pre-reading Questions	27
Text: <i>Bricklayer's Boy</i>	27
Exercises	35
Part II Reading for Pleasure	37
Text 1: <i>Lessons of a Lifetime</i>	37
Exercises	42
Text 2: <i>A Father's Legacy</i>	42
Exercises	46
Part III Test Your Reading	46
<i>Lifeline</i>	46
Exercises	52

Unit Three	54
Part I Reading for Information	54
Pre-reading Questions	54
Text: <i>Underground Rome</i>	54
Exercises	63
Part II Reading for Pleasure	65
Text 1: <i>The Real Test</i>	65
Exercises	73
Text 2: <i>These Good Guys Finish First</i>	73
Exercises	78
Part III Test Your Reading	78
<i>No Phone, No Pool, No Pets</i>	78
Exercises	83
Unit Four	84
Part I Reading for Information	84
Pre-reading Questions	84
Text: <i>There Is No Unmarked Woman</i>	84
Exercises	92
Part II Reading for Pleasure	95
Text 1: <i>Neighbors</i>	95
Exercises	99
Text 2: <i>The Spirit of the Olympics</i>	99
Exercises	104
Part III Test Your Reading	104
<i>Why Women Smile</i>	104
Exercises	110
Unit Five	112
Part I Reading for Information	112
Pre-reading Questions	112
Text: <i>Evaluating Scientific Explanations</i>	112
Exercises	121
Part II Reading for Pleasure	123
Text 1: <i>Why Smart People Do Dumb Things</i>	123
Exercises	128
Text 2: <i>Help Your Child Make Friends</i>	128
Exercises	133

Part III Test Your Reading	133
<i>Two Cheers for Hypocrisy</i>	133
Exercises	139
 Unit Six	 141
Part I Reading for Information	141
Pre-reading Questions	141
Text: <i>Change in the English Language</i>	141
Exercises	149
Part II Reading for Pleasure	151
Text 1: <i>Four Minutes That Get You Hired</i>	151
Exercises	156
Text 2: <i>The Art of Remembering Names</i>	156
Exercises	160
Part III Test Your Reading	161
Words: <i>Our Important Tools</i>	161
Exercises	166
 Appendix I Glossary	 169
 Appendix II Key to Test Your Reading	 180

Unit

One

PART I

Reading for Information

Pre-reading Questions

1. Do you believe in love at first sight? Is it never more than a passing attraction?
2. What do you think about “puppy love”? Do you agree with the statement that “Love is the most beautiful pain you can have”?

TEXT

I Fell in Love, or My Hormones Awakened

By Judith Ortiz Cofer

① I fell in love, or my hormones awakened from their long slumber in my body, and suddenly the goal of my days was focused on one thing: to catch a glimpse of my secret love. And it had to remain secret, because I had, of course, in the great tradition of tragic romance, chosen to love a boy who was totally out of my reach. He was not Puerto Rican; he was Italian and rich. He was also an older man. He was a senior at the high school when I came in as a freshman. I first saw him in the hall, leaning casually on a wall that was the border line between girlside and boyside for underclassmen. He looked extraordinarily like a young Marlon Brando — down to the ironic little smile. The total of what I knew about the boy who starred in every one of my awkward fantasies was this: that he

hormone /'hɔ:məʊn/ *n.* 激素, 荷尔蒙

slumber /'slʌmbə/ *n.* 睡眠

Puerto Rican 波多黎各人

underclassman /ˌʌndə'klɑ:sməŋ/ *n.*
(大学或中学)低年级学生

Marlon Brando 马龙·白兰度(1924–2004, 美国著名演员, 主演过《教父》等)

errand /'erənd/ *n.* (短程的)差事

pounce on 一把抓住并利用

staple /'steɪpl/ *adj.* 日常必需的

aisle /aɪl/ *n.* (商店里的)过道

furtive /'fɜ:tɪv/ *adj.* 偷偷摸摸的

pilgrim /'pɪlgrɪm/ *n.* 朝圣者

Mecca /'mekə/ 麦加(伊斯兰教圣地之一,全世界穆斯林的朝拜中心)

agony /'æɡəni/ *n.* 痛苦

gross /ɡrəʊs/ *adj.* 一眼就清楚的

glaze /gleɪz/ *v.* 使(眼睛)蒙翳;使(眼睛)变呆滞

smear /smɪə/ *v.* 弄脏,弄污

15 was the nephew of the man who owned the supermarket on my block; that he often had parties at his parents' beautiful home in the suburbs which I would hear about; that this family had money (which came to our school in many ways) — and this fact made my knees weak; and that he worked at the store near my apartment building on weekends and in the summer.

20 ② My mother could not understand why I became so eager to be the one sent out on her endless errands. I pounced on every opportunity from Friday to late Saturday afternoon to go after eggs, cigarettes, milk (I tried to drink as much of it as possible, although I hated the stuff) — the staple items that she would order from the “American” store.

25 ③ Week after week I wandered up and down the aisles, taking furtive glances at the stock room in the back, breathlessly hoping to see my prince. Not that I had a plan. I felt like a pilgrim waiting for a glimpse of Mecca. I did not expect him to notice me. It was sweet agony.

30 ④ One day I did see him. Dressed in a white outfit like a surgeon: white pants and shirt, white cap, and (gross sight, but not to my love-glazed eyes) blood-smeared butcher's apron, he was helping to drag a side of beef into the freezer storage area of the store. I must have stood there like an idiot, because I remember that he did see me, he even spoke to me! I could have died. I think he said, “Excuse me,” and smiled vaguely in my direction.

35 40 ⑤ After that, I *willed* occasions to go to the supermarket. I watched my mother's pack of cigarettes empty ever so slowly. I wanted her to smoke them fast. I drank milk and forced it on my brother (although a second glass for him had to be bought with my share of Fig Newton cookies which we both liked, but

we were restricted to one row each). I gave my cookies up for love, and watched my mother smoke her L&M's with so little enthusiasm that I thought (God, no!) that she might be cutting down on her smoking or maybe even giving up the habit. At this crucial time!

⑥ I thought I had kept my lonely romance a secret. Often I cried hot tears on my pillow for the things that kept us apart. In my mind there was no doubt that he would never notice me (and that is why I felt free to stare at him — I was invisible). He could not see me because I was a skinny Puerto Rican girl, a freshman who did not belong to any group he associated with.

⑦ At the end of the year I found out that I had not been invisible. I learned one little lesson about human nature — adulation leaves a scent, one that we are all equipped to recognize, and no matter how insignificant the source, we seek it.

⑧ In June the nuns at our school would always arrange for some cultural extravaganza. In my freshman year it was a Roman banquet. We had been studying Greek drama (as a prelude to church history — it was at a fast clip that we galloped through Sophocles and Euripedes toward the early Christian martyrs), and our young, energetic Sister Agnes was in the mood for spectacle. She ordered the entire student body (it was a small group of under 300 students) to have our mothers make us togas out of sheets. She handed out a pattern on mimeo pages fresh out of the machine. I remember the intense smell of the alcohol on the sheets of paper, and how almost everyone in the auditorium brought theirs to their noses and inhaled deeply — mimeographed handouts were the school-day buzz that the new Xerox generation of kids is missing out on. Then, as the last couple of weeks of school dragged on, the city of Paterson becoming a

adulation /ˌædjuˈleɪʃən/ *n.* 过分的敬仰

scent /sent/ *n.* 气味; 踪迹

nun /nʌn/ *n.* 修女

extravaganza /ɪkˌstrævəˈɡænzə/ *n.*
华丽的演出

banquet /ˈbæŋkwɪt/ *n.* 盛宴

prelude /ˈpreljʊd/ *n.* 序曲

clip /klɪp/ *n.* 〈口〉 急驰; 高速

gallop /ˈɡæləp/ *v.* 匆匆地做或读

Sophocles /ˈsɒfəkliːz/ 索福克勒斯
(496?–406BC, 古希腊三大悲剧家之一)

Euripedes /juəˈrɪpɪdiːz/ 欧里庇得斯
(480?–406BC, 古希腊三大悲剧家之一)

martyr /ˈmɑːtə/ *n.* 殉道者

toga /ˈtəʊɡə/ *n.* 宽袍

mimeo /ˈmɪmiəʊ/ *n.* 蜡纸油印件

auditorium /ˌɔːdɪˈtɔːrɪəm/ *n.* 会堂, 礼堂

inhale /ɪnˈheɪl/ *v.* 吸气

buzz /bʌz/ *n.* 骚动; (饮酒或吸毒产生的)陶醉感; 兴奋

Xerox /ˈziərɒks/ *n.* 静电复印

oven /'ʌvən/ *n.* 烤箱; 烤炉

wilt /wɪlt/ *v.* (人) 萎靡不振

frantic /'fræntɪk/ *adj.* (因痛苦、焦虑等) 发狂似的

dais /'deɪs/ *n.* 低台

regally /'ri:gəli/ *adv.* 帝王似地; 庄严地

enthrone /ɪn'θrəʊn/ *v.* (国王) 加冕; 登位

unintelligible /ˌʌnɪn'telɪdʒəbl/ *adj.* 令人难懂的

enthral /ɪn'θrɔ:l/ *v.* 迷住, 吸引住

cascade /kæ'skeɪd/ *v.* 像瀑布般下落

choir /'kwaɪə/ *n.* 唱诗班

awe /ɔ:/ *n.* (对神等的) 敬畏

offspring /'ɒfsprɪŋ/ *n.* 子孙; 后代

recite /rɪ'saɪt/ *v.* 背诵; 吟诵

escort /ɪ'skɔ:t/ *v.* 护送

drape /dreɪp/ *v.* (使衣服等) 呈褶裥状

concrete oven, and us wilting in our uncomfortable uniforms, we labored like frantic Roman slaves to build a splendid banquet hall in our small auditorium. Sister Agnes wanted a raised dais where the host and hostess would be regally enthroned. (10 min)

9 She had already chosen our Senator and Lady from among our ranks. The Lady was to be a beautiful new student named Sophia, a recent Polish immigrant, whose English was still practically unintelligible, but whose features, classically perfect without a trace of makeup, enthralled us. Everyone talked about her gold hair cascading past her waist, and her voice, which could carry a note right up to heaven in choir. The nuns wanted her for God. They kept saying that she had vocation. We just looked at her in awe, and the boys seemed afraid of her. She just smiled and did as she was told. I don't know what she thought of it all. The main privilege of beauty is that others will do almost everything for you, including thinking.

10 Her partner was to be our best basketball player, a tall, red-haired senior, whose family sent its many offspring to our school. Together, Sophia and her senator looked like the best combination of immigrant genes our community could produce. It did not occur to me to ask then whether anything but their physical beauty qualified them for the starring roles in our production. I had the highest average in the church history class, but I was given the part of one of many "Roman Citizens." I was to sit in front of the plastic fruit and recite a greeting in Latin along with the rest of the school when our hosts came into the hall and took their places on their throne.

11 On the night of our banquet, my father escorted me in my toga to the door of our school. I felt foolish in my awkwardly draped sheet (blouse and skirt required underneath). My

mother had no great skill as a seamstress. The best she could do was hem a skirt or a pair of pants. That night I would have traded her for a peasant woman with a golden needle. I saw other Roman ladies emerging from their parents' cars looking authentic in sheets of material that folded over their bodies like the garments on a statue by Michelangelo. How did they do it? How was it that I always got it just slightly wrong, and worse, I believed that other people were just too polite to mention it. "The poor little Puerto Rican girl," I could hear them thinking. But in reality, I must have been my worst critic, self-conscious as I was.

12 Soon, we were all sitting at our circle of tables joined together around the dais. Sophia glittered like a golden statue. Her smile was beatific: a perfect, silent Roman lady. Her "senator" looked uncomfortable, glancing around at his buddies, perhaps waiting for the ridicule that he would surely get in the locker room later. The nuns in their black habits stood in the background watching us. What were they supposed to be, the Fates? Nubian slaves? The dancing girls did their modest little dance to tinny music from their finger cymbals, then the speeches were made. Then the grape juice "wine" was raised in a toast to the Roman Empire we all knew would fall within the week — before finals anyway.

13 All during the program I had been in a state of controlled hysteria. My secret love sat across the room from me looking supremely bored. I watched his every move, taking him in gluttonously. I relished the shadow of his eyelashes on his ruddy cheeks, his pouty lips smirking sarcastically at the ridiculous sight of our little play. Once he slumped down on his chair, and our sergeant-at-arms nun came over and tapped him sharply on his shoulder. He drew himself up slowly, with

seamstress /'semstrɪs/ *n.* 女裁缝

hem /hem/ *v.* 缝……的裙边; 给……镶边

110 authentic /ɔ:'θentɪk/ *adj.* 逼真的

Michelangelo /,mɪ:'kel'ɑ:ndʒələʊ/ 米开朗琪罗(1475-1564, 意大利文艺复兴盛期著名雕塑家和画家)

115 self-conscious /,self'kɒnfəs/ *adj.* 忸怩的, 怕难为情的

beatific /,bi:ə'tɪfɪk/ *adj.* 圣洁无邪的, 天使般的

120 buddy /'bʌdi/ *n.* 〈口〉朋友, 伙伴

the Fates 命运三女神

Nubian /'nju:biən/ *adj.* 努比亚的(努比亚为非洲东北部一地区)

125 cymbal /'sɪmbəl/ *n.* 钹(一种打击乐器)

hysteria /hɪ'stɪəriə/ *n.* 歇斯底里; 情绪激动

gluttonously /'glʌtənəsli/ *adv.* 贪婪地

relish /'relɪʃ/ *v.* 饱尝; 欣赏

130 ruddy /'rʌdi/ *adj.* (面色)红润的

pouty /'paʊti/ *adj.* 鼓起的

smirk /smɜ:k/ *v.* 假笑; 嘲笑

sarcastically /sɑ:'kæstɪkəli/ *adv.* 嘲讽地

135 sergeant-at-arms /'sɜ:dʒəntət'ɑ:mz/ *n.* (在法庭、市政机关等维持秩序或执行命令的)警卫或守卫官