



“十二五”普通高等教育本科国家级规划教材

教育部推荐使用大学外语类教材

总主编 李荫华

# 全新版大学英语

## New College English

第二版

# 阅读教程

(高级本)

1

## Reading Course

学生用书

Student's Book

主编 柯彦玢



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## 前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、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。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基



础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself,以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中,1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的Mp3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

## 二

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》（高级本）60%以上的文章是重新选用的。《阅读教程》（通用本）也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》（第二版）系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华  
2010年3月

## 编者的话

### 1. 编写宗旨

本教程为学生提供较系统的、丰富多彩的课外阅读材料，旨在培养学生的阅读能力，扩大学生的知识面和词汇量，使学生在理解和欣赏两方面都得到提高。

### 2. 全书框架

全教程共分6册，每册配有相应的教师手册1册。

每册分8个单元，共24课。每课包括以下几个部分：

- 1) 除个别词语改换、段落删节外，全部课文均采用原文。改动的原则是在最大限度地保持原作的文体与文字的同时，降低学生的阅读难度。修订版第一册的课文是全新的，其他各册也适量更换课文，既保持上一版的质量，又体现满足学生的需求、与时俱进的发展意识。
- 2) 课文前设有Introduction，课文配有脚注，提供简单易懂的Background Information。这部分内容使学生对课文的主要内容和背景知识有一个大概的印象，既解决阅读课文时遇到的部分困难，又能提高阅读兴趣。
- 3) 注解采用边注的形式，列出所有可能对阅读形成障碍的单词和词组，用中文或英文解释。采用边注是为了节省时间、方便阅读、降低难度。应鼓励学生边读边猜词的意思，猜不出再看边注。详细列出单词和词组的目的是使学生把更多的时间和精力转向语言的其他方面，加强对课文的整体意识。
- 4) 课文后设Reading Skills and Practice，内容包括根据上下文猜测词义的练习和根据课文特点设计的、能解决本课阅读难点的阅读技能练习。安排这部分内容是为了使学生对课文的篇章结构及语言特点等有一个比较清醒的认识，把词的学习与词所处的语境紧密联系起来。
- 5) 多项选择是引导学生加深对课文内容的理解。
- 6) 词汇练习和句子结构练习的形式灵活多样，旨在培养学生对语言基本要素的学习意识，提高阅读与写作能力。
- 7) 英译汉练习是通过翻译加强对课文的理解，提高学生的翻译水平。所选句子均为课文中的难点。
- 8) 思考问题是要锻炼学生的分析、归纳、欣赏和口头表达的能力。

阅读是以理解和欣赏为目的的，不宜对语言做深入的探讨，点到即可。

本教程加上教师手册也适合学生自学，教师只需稍加指导、适当检查即可。

每册书最后附有总词汇表，供学生查找和记忆。表中无标记词为一般要求词汇，标(★)号的为较高要求词汇，标(▲)号的为更高要求词汇，标(#)号的为大纲外词汇。

### 3. 答谢

本教程由北京大学英语系大学英语教研室组织编写，得到了学校各级领导的大力支持。总主编李荫华教授从选篇到整个编写过程给予了悉心的指导，审阅了全书；语言专家Anthony J. Ward



帮助改写课文并负责终审；上海外语教育出版社的谢宇老师为本书的编辑和出版做了大量的工作；美籍外教Brent Bean 和Vanita Bean 夫妇审校了本册的学生用书与教师手册，并提出了许多宝贵的意见；刘红中老师对本书的总体规划提出了宝贵的建议；参与本书编写的我的同事们为本书付出了艰辛的劳动；刘星云老师承担了本书的打字及技术处理工作；马小琦老师负责与外教的联络工作，在此一并表达深深的谢意。

主编 柯彦玢

2010年8月

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# 1. The Grammarian Who Lost a War of Words

James S. Hirsch

## Introduction

Mr. Hogan was for many years a high school grammar teacher. He maintains that students should be taught to speak and write in standard English, and to convey ideas with effective as well as accurate words and sentences. He loves the language and cares about students, but his teaching style generated a lot of criticism.

As a high school grammar teacher, Russell Hogan preached<sup>1</sup> that the verb “to be” lacked punch<sup>2</sup>, so he banned<sup>3</sup> it from our writing assignments<sup>4</sup>. When a parent complained, Mr. Hogan said of his students: “Give them an inch, and they take a mile.”

Last year Mr. Hogan gave in<sup>5</sup> himself. He took early retirement from Clayton High School in St. Louis<sup>①</sup>, ending a 35-year teaching career, disillusioned<sup>6</sup> and frustrated<sup>7</sup>. Over time<sup>8</sup>, assaults<sup>9</sup> on the language had become increasingly common, but he quit in large part<sup>10</sup> because of a different kind of assault on him and his controversial<sup>11</sup> teaching style.

Mr. Hogan, now 61, animated<sup>12</sup> his classes with playful mockery<sup>13</sup> and occasional<sup>14</sup> finely formed insults directed<sup>15</sup> at students. “Your mind is so low,” he would say, “that even the hand of God

1. preach /pri:tʃ/ vt. 宣扬
2. punch /pʌntʃ/ n. 力量
3. ban /bæn/ vt. 禁止
4. assignment /ə'saimmənt/ n. 作业
5. give in: admit that you are defeated
6. disillusioned /,disɪ'ljʊ:ʒənd/ adj. 幻灭的
7. frustrated /frɪ'streɪtɪd/ adj. 沮丧的
8. over time: gradually during a long period of time
9. assault /ə'sɔ:lt/ n. 攻击
10. in large part: mostly
11. controversial /,kɒntrə'vɜ:ʃəl/ adj. 有争议的
12. animate /'ænɪmeɪt/ vt. 使有生气
13. mockery /'mɒkəri/ n. 嘲笑
14. occasional /ə'keɪʒənəl/ adj. 偶然的
15. direct /di'rekt/ vt. 针对

① St. Louis(圣路易斯): a city in the state of Missouri in the eastern central US, which is a port and an industrial center. It is also known for its Jazz and Blues music.

16. degradation /,degrə'deɪʃən/ *n.*  
堕落

17. "Your mind is so low," ... "that even the hand of God could not reach down into the mud and lift you to the depths of degradation." : Your mind is far down below the deepest part of degradation. Even God can do nothing about that.

18. cutting wit: 讽刺的妙语

19. convey /kən'veɪ/ *vt.* 表达

20. intimidate /m'tɪmɪdeɪt/ *vt.* 使畏惧

21. concede /kən'saɪd/ *vt.* 承认

22. fight the good fight: fight to defend a good cause

23. on a mission: doing an important job

24. break down: separate something into smaller parts to make it easier to understand

25. blind /baɪnd/ *n.* 困境

26. linguistics /lɪŋ'gwɪstɪks/ *n.* 语言学

27. flourish /'flaʊrɪʃ/ *n.* 华丽的辞藻

28. adjustment /ə'dʒʌstmənt/ *n.* 调整

29. functional /'fʌŋkʃənəl/ *adj.* 实用的

30. detail /'deɪteɪl/ *n.* 装饰细节

31. antique /æn'tɪk/ *adj.* 古董的

32. chronic /'krɒnɪk/ *adj.* 长期的

33. Illinois /,ɪlɪ'nɔɪ/ 伊利诺斯(美国州名)

34. Mo. = Missouri /mɪ'zuəri/ 密苏里(美国州名)

35. tide /taɪd/ *n.* 风潮

could not reach down into the mud and lift you to the depths of degradation<sup>16</sup>.”<sup>17</sup>

For scores of students, including me, his sometimes cutting wit<sup>18</sup> enlivened class and conveyed<sup>19</sup> his passion for the subject. But it intimidated<sup>20</sup> others. Yet even his critics conceded<sup>21</sup> that Mr. Hogan was a successful one-man army fighting the good fight<sup>22</sup> against ambiguous antecedents<sup>23</sup>, superfluous commas<sup>24</sup> and creeping colloquialisms<sup>25</sup>.

“He was on a mission<sup>23</sup>,” says an admiring former student, Robert Kerr, now a lawyer. “He broke down<sup>24</sup> the language and made you feel as if you were studying it for the first time.”

Toward the end of his career, however, Mr. Hogan found himself in a bind<sup>25</sup>. At a time when high school students were less interested in linguistics<sup>26</sup>, they were much more touchy about language itself — and highly critical of Mr. Hogan's pointed flourishes<sup>27</sup>.

“The world was changing on me, and I had to make adjustments<sup>28</sup>,” he says, from his brick house in a quiet tree-lined neighborhood of this St. Louis suburb. “I didn't really feel free to be myself.”

His living room is arranged like a well-written sentence, functional<sup>29</sup>, free of anything unnecessary and with just enough detail<sup>30</sup>, such as an antique<sup>31</sup> teapot from China, to make it interesting. The most noticeable change in him since he was my teacher 14 years ago is a chronic<sup>32</sup> smoker's cough, but his sly humor hasn't changed.

Mr. Hogan taught literature as well as language composition, or grammar, at well-regarded high schools in Illinois<sup>33</sup> and then in Clayton, Mo.<sup>34</sup>. In many ways, he spent his career swimming against cultural tides<sup>35</sup>. Grammar has been devalued at teachers' colleges and

② ambiguous antecedents(先行词指代不清): An antecedent is a word, phrase or clause to which another “placeholder” word — a pronoun — refers. Ambiguous antecedents cause the reader to be unsure of the meaning of a pronoun because it could refer to one antecedent or to another. For example:

Ambiguous	Lisa wrote to Jennifer every day when she was in the hospital.
Clear	When Lisa was in the hospital, she wrote to Jennifer every day. Or When Jennifer was in the hospital, Lisa wrote to her every day.

③ superfluous commas(逗号的滥用): Unnecessary commas make sentences difficult to read. For example:  
The facts were selected, and organized with care.  
The man said, that the old bike needed repairing.  
(The comma in each of the sentences should be omitted.)

④ creeping colloquialisms(口语用于书面语): Colloquialism is an expression or word used in informal conversation. But colloquialism is usually inappropriate in formal writing. For example:

colloquial	Let's say for example a relative dies, a poor family will have to deal with financial worries as well as with grief.
formal	If a relative dies, a poor family will have to deal with financial worries as well as with grief.

de-emphasized in the schools. Fewer students seem to care about<sup>36</sup> it, and television and movies have quickened the pace<sup>37</sup> at which non-  
 45 standard English becomes standard.

"I once heard a girl being described as 'really stud'<sup>38</sup>, and I thought, 'Well, we've totally lost that word,'" Mr. Hogan says.

Still, he did what he could, determinedly. He banned students from using "none" with a plural verb; the pronoun means "not one",  
 50 he argues, and should always be singular<sup>39</sup>. And heaven help the student<sup>39</sup> who passes off "presently" for<sup>40</sup> "currently"<sup>41</sup>. "Presently" means "soon."

As head of Clayton's English department, Mr. Hogan was also tough on other instructors. He once told a teacher to learn more  
 55 grammar. She objected<sup>42</sup>, so Mr. Hogan wrote out a sentence — "I like him singing to me" — and asked the teacher if it was correct. She said, "Yes." Wrong again. It should be "I like *his* singing to me<sup>43</sup>," because "singing" is a gerund<sup>43</sup>, a verbal noun, and pronouns attached<sup>44</sup>  
 60 to gerunds are in the possessive case<sup>45</sup>, just as they would be with other nouns: his hat. The teacher agreed to learn more grammar.

Despite his insisting on such fine<sup>46</sup> points, Mr. Hogan does not believe grammar rules are unchangeable. Rather, they evolve<sup>47</sup>  
 65 as "professional"<sup>48</sup> users of language accept different guidelines. He taught for years that a pronoun following a form of the verb "to be" should be in the nominative case<sup>49</sup>, not the objective. "It is I," not "It is me." But several years ago, Mr. Hogan threw in the towel<sup>50</sup>. "Even I was saying 'It's me.'"

At one time, Mr. Hogan's willingness to talk to students outside class about movies, music and pop culture made him popular, but by  
 70 the end of his career, students were complaining to administrators about his stinging rhetoric<sup>51</sup>. Mr. Hogan says he believes his sharp satirical remarks<sup>52</sup> — "In the bloodstream of life, you are a clot"<sup>53</sup> — were effective because "these were the brighter kids I was teaching, and they saw the humor." But, he acknowledges<sup>54</sup>, "My style was  
 75 risky<sup>55</sup>."

③ He banned students from using "none" with a plural verb; the pronoun means "not one," he argues, and should always be singular: None used with plural verb is also acceptable now in informal spoken English. For example: None of my children has/have blonde hair.  
 None of the houses has/have a large garden.

④ I like his singing to me: "I like him singing to me" is also widely used now. For example:  
 I can't understand John/John's making such a mistake.  
 It's strange him/his behaving like that.

36. care about: think that something is important

37. pace /peɪs/ *n.* 速度

38. stud /stʌd/ *adj.* 种马的  
 Here it may mean she is impressive.

39. heaven help the student: Mr. Hogan rudely corrects the student who misuses the word "presently."

40. pass off ... for ...: make people believe that something is another thing

41. currently /'kʌrəntli/ *adv.* 现在, 现时

42. object /'ɒdʒekt/ *vt.* 表示反对

43. gerund /'dʒerənd/ *n.* 动名词

44. attach /ə'tætʃ/ *vt.* 与……相连接

45. possessive /pə'zɛsɪv/ *case:* 所有格

46. fine /faɪn/ *adj.* 细小的

47. evolve /ɪ'vɒlv/ *vt.* 逐渐发展

48. professional /prəʊ'feʃənəl/ *adj.* 职业的

49. nominative /'nɒmɪnətɪv/ *case:* 主格

50. throw in the towel: admit that one has been defeated

51. stinging rhetoric /'stɪŋɪŋ 'retərɪk/: 讽刺的话语

52. satirical remark: 讽刺的话语

53. clot /klot/ *n.* 血块; 傻瓜

54. acknowledge /ək'nɒlɪdʒ/ *vt.* 承认

55. risky /'rɪski/ *adj.* 危险的



56. And then some: (*informal*.) And considerably more in addition.

57. big deal: used to show that it is nothing important

58. deliver /di'livə(r)/ *vt.* 讲出

59. moral /'mɒrəl/ *adj.* 道德的

60. principal /'prɪnsəpəl/ *n.* 校长

61. process /'prəʊses/ *vt.* 处理

62. comment /'kɒment/ *n.* 评论

63. be out of touch: not know much about current events and development

64. cross the line: overdo it

65. at times: sometimes

66. mutter /'mʌtə(r)/ *vi.* 咕哝

67. unorthodox /ˌʌn'ɔːθədɒks/ *adj.* 非正统的

68. fervor /'fɜːvə(r)/ *n.* 热诚

69. oddly /'ɒdli/ *adv.* 说也奇怪

70. raid /reɪd/ *n.* 袭击

71. after hours: after the time when a business is supposed to close

And then some<sup>56</sup>. Two school years ago, when a student was caught stealing a \$3 textbook, a female classmate said in class, "Big deal<sup>57</sup>, it's only \$3."

Mr. Hogan turned to her and responded, "Would you go to bed with me for \$50,000?" Before he could deliver<sup>58</sup> the next line — "It's not how much, it's whether or not it's moral<sup>59</sup>." — the girl ran out of class, crying. He later apologized to her but was severely criticized by the principal<sup>60</sup>.

"I was insulted," he says. "I was told she couldn't process<sup>61</sup> [my comment<sup>62</sup>], and I thought, 'I am really out of touch<sup>63</sup>.'" He retired at the end of the school year.

Mr. Hogan may have crossed the line<sup>64</sup> at times<sup>65</sup>, but his retirement strikes me as a loss. I recall one day when I made an error in class, he muttered<sup>66</sup>, "I'll kill him." I knew it was Mr. Hogan's unorthodox<sup>67</sup> way of saying he loved the language, and only because he cared about his students with equal fervor<sup>68</sup> did he make such remarks. I felt oddly<sup>69</sup> comforted and never made the mistake again.

Mr. Hogan still teaches summer school at Clayton, and a good thing, too, as raids<sup>70</sup> against the language continue without weakening. Call Clayton High School after hours<sup>71</sup> these days, and a recorded voice says: "The office is presently closed."

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## Reading Skills and Practice

### 1 How to Read Between the Lines: Direct Speech

Direct speech is frequently used in a narrative to depict one's character and feelings. With direct speech, the author tries to present a vivid picture of a character without making much comment and lets the character speak for himself. However, sometimes due to the complexity of the text, the meaning of direct speech is not always evident.

*Find out the implied meanings of the following sentences and then tell how they help to describe Mr. Hogan's character.*

1) "Give them an inch, and they take a mile." (LI.4 – 5)

- 2) "Your mind is so low," ... "that even the hand of God could not reach down into the mud and lift you to the depths of degradation." (LI.14 – 16)
- 3) "The world was changing on me, and I had to make adjustments," ... "I didn't really feel free to be myself." (LI.30 – 33)
- 4) ... "In the bloodstream of life, you are a clot" ... (L.72)
- 5) "Would you go to bed with me for \$50,000?" (LI.79 – 80)
- 6) ... "I'll kill him." (L.89)

## 2 Context and Other Clues

*Guess the meanings of the following with the help of the context and other clues.*

grammarian (title) \_\_\_\_\_

a war of words (title) \_\_\_\_\_

playful (L. 12) \_\_\_\_\_

low (L. 14) \_\_\_\_\_

enliven (L. 18) \_\_\_\_\_

touchy (L. 28) \_\_\_\_\_

pointed (L. 29) \_\_\_\_\_

tree-lined (L. 31) \_\_\_\_\_

noticeable (L. 37) \_\_\_\_\_

sly humor (L. 38) \_\_\_\_\_

well-regarded (L. 40) \_\_\_\_\_

cultural tides (L. 42) \_\_\_\_\_

devalue (L. 42) \_\_\_\_\_

quicken (L. 44) \_\_\_\_\_

tough (L. 54) \_\_\_\_\_

sharp (L. 71) \_\_\_\_\_

bloodstream (L. 72) \_\_\_\_\_

presently (L. 96) \_\_\_\_\_

## Exercises

### 1 Reading Comprehension

*Read the text again and choose the best answer to each of the following statements or questions.*

- 1) Mr. Hogan retired from Clayton High School mainly because \_\_\_\_\_.  
A. he had reached the age of retirement after teaching 35 years

- B. he couldn't stand his students' assaults on standard English  
 C. he was criticized by his students and the school administrators  
 D. he was unable to communicate his ideas to his students
- 2) Which of the following can best describe Mr. Hogan?  
 A. Modest. B. Critical.  
 C. Considerate. D. Mean.
- 3) In his fight against nonstandard English, Mr. Hogan realized that \_\_\_\_\_.  
 A. he was going to win the war of words despite all the difficulties  
 B. his students could never learn English well  
 C. grammar was neglected by both teachers and students  
 D. pop culture serves as a better teacher in language learning
- 4) Mr. Hogan sometimes conveyed his ideas with sharp remarks in the hope that \_\_\_\_\_.  
 A. his students would not make any mistakes  
 B. his students could understand the folly of their mistakes  
 C. his students would appreciate the power of his humor  
 D. his students would be afraid of making mistakes
- 5) In the last paragraph, the author tells us that \_\_\_\_\_.  
 A. Mr. Hogan did not give up fighting the war of words after retirement  
 B. raids on language were weakening  
 C. Clayton High School taught good grammar after Mr. Hogan retired  
 D. Mr. Hogan never visited Clayton High School again

## 2 Vocabulary Study

Find a synonym from the box for each of the italicized words in the following sentences.

enlivened	stinging	muttered	raids	comments
rhetoric	errors	quit	acknowledge	fervor

- 1) The government *conceded* that the new policy has failed to meet people's needs.  
 2) The Battle of Britain was a series of air *assaults* that lasted many months.  
 3) The reform has come in for some *sharp* criticism.  
 4) A smile *animated* his face as he went out to meet his wife.  
 5) She told him that she wouldn't put up with his pointed *remarks* any longer.  
 6) The teacher found several spelling *mistakes* in his compositions.  
 7) The workers *complained* when they heard that their salary had been reduced.  
 8) In order to make positions for the young men, some of the older workers *retired* last month.  
 9) I'm glad to find that my son has a *passion* for painting.

**3****Grammar Study**

*In each of the following sentences there is an error which involves ambiguous antecedents, superfluous commas or creeping colloquialisms. Underline the error and correct it.*

- 1) She learns easily, because she has a good grasp of things.
- 2) He says, that he really can't afford to wait another day.
- 3) Everyone, who smokes cigarettes, is likely to lose about ten years of life.
- 4) Jane waved to Mrs. Edwards as she was coming down the road.
- 5) David fought Goliath although he was much smaller in size and he was an experienced warrior (武士).
- 6) The misunderstanding between the Kemps and the Dixons did not end until they invited them over for a swim in their new pool.
- 7) The poet is widely admired, but it is very difficult indeed to make a living at it.
- 8) Some people worry about wakefulness but actually need little sleep. This is one reason they have so much trouble sleeping.
- 9) He goes, "What do you mean by asking me such a question?"
- 10) Well, at the end of the war there was some doubt as to which course to take.

**4****Put the Following into Chinese**

- 1) Over time, assaults on the language had become increasingly common, but he quit in large part because of a different kind of assault on him and his controversial teaching style. (LI.8 – 11)
- 2) Mr. Hogan, now 61, animated his classes with playful mockery and occasional finely formed insults directed at students. (LI.12 – 13)
- 3) Yet even his critics conceded that Mr. Hogan was a successful one-man army fighting the good fight against ambiguous antecedents, superfluous commas and creeping colloquialisms. (LI.19 – 22)
- 4) His living room is arranged like a well-written sentence, functional, free of anything unnecessary and with just enough detail, such as an antique teapot from China, to make it interesting. (LI.34 – 36)