



“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

阅读教程

(通用本)

Reading Course

第二版

1

教师手册

Teacher's Manual

主编 王秀珍 樊葳葳



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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)。

《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。2012年,这套教材再次列选教育部“十二五”普通高等教育本科国家级规划教材。

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庄智象社长、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

本教程教师手册的编写旨在方便广大从事大学英语教学的教师们。因为,该书为教师提供了必要的背景知识和相关信息、语言难点的英汉译义,有助于他们在备课过程中节约一定的时间和精力,将之更多地用于指导学生熟练地运用阅读技巧,以达到增进学生阅读理解和欣赏水平的目的。

2. 全书框架

本教师手册针对《阅读教程》(通用本)学生用书第一册的8个单元安排了以下四个方面的内容:

1) 课文相关信息介绍(Information Related to the Text):该部分主要涉及作者生平、文化背景、名人、地名简介等内容,可供教师在备课过程中选择使用。

2) 课文语言难点解释(Difficult Language Points in the Text):该部分主要以英语意译(paraphrase)和汉语翻译(translation)的形式解释课文中的某些语言难点,解释力求简明易懂、重点突出。

3) 课文练习参考答案(Key to the Exercises):该部分参考答案主要围绕《阅读教程》(通用本)每篇文章后的练习编写,供教师备课时参考使用。

4) 阅读技巧练习参考答案(Key to the Reading-Skill Exercises):该部分参考答案主要围绕每单元第一篇文章后的阅读技巧练习而编写,供教师备课时参考使用。

这次修订,我们对教师手册的版式作了一些调整。新版教师手册包含学生用书的所有内容。教学参考部分,如课文相关信息和语言难点解释,用淡灰色底纹以示区分;答案排入练习。这样教师可以更方便地使用本书教学。

本书由武汉大学外语学院和华中科技大学外语学院合作编写。王秀珍和樊葳葳任主编,参加编写人员(以姓氏笔画为序)有王舟、汪火焰、吴斐和郭晶晶。在编写过程中,美籍教师 Joana Carlson, Jack Tofari, Flora Ingram 对全书的编写提出了宝贵的修改意见。谨此一并表示感谢。

编者

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1. Goodbye School

Roald Dahl

Introduction

It was a tremendous thing in those days for a young man to leave school to work independently. Each new day demanded new ideas and one could never be sure whether he was going to come up with them or not.

During my last year at Repton, my mother said to me, “Would you like to go to Oxford or Cambridge when you leave school?” In those days it was not difficult to get into either of these great universities so long as you could pay.

“No, thank you,” I said. “I want to go straight from school to work for a company that will send me to wonderful faraway places like Africa or China.”

You must remember that there was virtually no air travel in the early 1930s. Africa was two weeks away from England by boat and it took you about five weeks to get to China. These were distant and magic lands and nobody went there just for a holiday. You went there to work. Nowadays you can go anywhere in the world in a few hours and nothing is *fabulous*¹ any more. But it was a very different matter in 1934.

So during my last term I applied for a job only to those companies that would be sure to send me abroad. They were the Shell Company (Eastern Staff), Imperial Chemicals (Eastern Staff) and a *Finnish*² *lumber*³ company whose name I have forgotten.

I was accepted by Imperial Chemicals and by the Finnish lumber company, but for some reason I wanted most of all to get into the Shell Company. When the day came for me to go up to London for this interview, my Housemaster told me it was ridiculous for me even to try. “The Eastern Staff of Shell are the *crème de la crème*⁴,” he said. “There will be at least one hundred applicants and about five

1. fabulous /'fæbjʊləs/ a. 惊人的, 难以置信的

2. Finnish /'fɪnɪʃ/ a. 芬兰的; 芬兰人的

3. lumber /'lʌmbə/ n. 木材

4. crème de la crème /,krem-dələ:krem/ 精华, 最优秀分子

5. prefect /'pri:fekt/ *n.* (英国公学中
有权维持纪律的) 级长, 班长

6. mutter /'mʌtə/ *vt.* 小声而含糊不
清地说

7. fling /flɪŋ/ *n.* 一时的行乐

8. outfit /'aʊtfɪt/ *n.* (协同工作的)
一组人

9. Ariel /'eəriəl/ *n.* 天王卫一 (天王
星的五颗卫星之一, 此处指车名)

10. helmet /'helmt/ *n.* 头盔

11. goggles /'gɒɡls/ *n.* (摩托车驾驶
员等戴的) 护目镜

12. waders /'weɪdəz/ *n.* 高统防水胶靴

13. swish /swɪʃ/ *vi.* 刷刷地挥动或行进

14. supercilious /sɜːpə'sɪliəs/ *a.* 目
空一切的, 高傲的

15. boozier /'buːzə/ *n.* 痛饮者

16. stroll /straʊl/ *n.* 散步, 闲逛

17. zoom /zuːm/ *vi.* 迅速移离 (或移
向) 目标

18. trudge /trʌdʒ/ *vi.* 步履艰难地
行走

19. desolate /'desəleɪt/ *a.* 荒芜的,
无人烟的

vacancies. Nobody has a hope unless he's been Head of the School or Head of the House, and you aren't even a House **Prefect**⁵!"

My Housemaster was right about the applicants. There were one hundred and seven boys waiting to be interviewed when I arrived at the Head Office of the Shell Company in London. And there were seven places to be filled. Please don't ask me how I got one of those places. I don't know myself. But get it I did, and when I told my Housemaster the good news on my return to school, he didn't congratulate me or shake me warmly by the hand. He turned away **muttering**⁶, "All I can say is I'm damned glad I don't own any shares in Shell."

I didn't care any longer what my Housemaster thought. I was all set. I had a career. It was lovely. I was to leave school for ever in July 1934 and join the Shell Company two months later in September when I would be exactly eighteen. I was to be an Eastern Staff Trainee at a salary of five pounds a week.

That summer, for the first time in my life, I did not accompany the family to Norway. I somehow felt the need for a special kind of last **fling**⁷ before I became a businessman. So while still at school during my last term, I signed up to spend August with something called "The Public Schools' Exploring Society". The leader of this **outfit**⁸ was a man who had gone with Captain Scott on his last expedition to the South Pole, and he was taking a party of senior school boys to explore the interior of Newfoundland during the summer holidays. It sounded like fun.

Without the slightest regret I said goodbye to Repton for ever and rode back to Kent on my motorbike. This splendid machine was a 500 cc **Ariel**⁹ which I had bought the year before for eighteen pounds, and during my last term at Repton I kept it secretly in a garage along the Willington road about two miles away. On Sundays I used to walk to the garage and disguise myself in **helmet**¹⁰, **goggles**¹¹, old raincoat and rubber **waders**¹² and ride all over Derbyshire. It was fun to go roaring through Repton itself with nobody knowing who you were, **swishing**¹³ past the masters walking in the street and circling around the dangerous **supercilious**¹⁴ School **Boozers**¹⁵ out for their Sunday **strolls**¹⁶. I tremble to think what would have happened to me had I been caught, but I wasn't caught. So on the last day of term I **zoomed**¹⁷ joyfully away and left school behind me for ever and ever. I was not quite eighteen.

I had only two days at home before I was off to Newfoundland with the Public Schools' Explorers. Our ship sailed from Liverpool at the beginning of August and took six days to reach St John's. There were about thirty boys of my own age on the expedition as well as four experienced adult leaders. But Newfoundland, as I soon found out, was not much of a country. For three weeks we **trudged**¹⁸ all over that **desolate**¹⁹ land with enormous loads on our backs. We carried tents and groundsheet and sleeping-bags and saucepans and food and axes and everything else one needs in the interior of an

unmapped, uninhabitable and inhospitable country. My own load, I know, weighed exactly one hundred and fourteen pounds, and someone else always had to help me hoist²⁰ the rucksack²¹ on to my back in the mornings. We lived on pemmican²² and lentils²³, and the Long March from the north to the south of the island and back again suffered a good deal from lack of food. I can remember very clearly how we experimented with eating boiled lichen²⁴ and reindeer moss²⁵ to supplement our diet. But it was a genuine adventure and I returned home hard and fit and ready for anything.

There followed two years of intensive training with the Shell Company in England. We were seven trainees in that year's group and each one of us was being carefully prepared to uphold the majesty²⁶ of the Shell Company in one or another remote tropical country. We spent weeks at the huge Shell Haven Refinery with a special instructor who taught us all about fuel oil and diesel oil and gas oil and lubricating oil²⁷ and kerosene and gasoline.

After that we spent months at the Head Office in London learning how the great company functioned from the inside. Then I was assigned to work independently. I enjoyed my work, I really did. I began to realize how simple life could be if one had a regular routine to follow with fixed hours and a fixed salary and very little original thinking to do.

1,081 words

From *Boy: Tales of Childhood*,
published by Jonathan Cape Ltd., 1984

20. hoist /hɔɪst/ *vt.* 升起, 举起

21. rucksack /'rʌksæk/ *n.* 帆布背包

22. pemmican /'pemɪkən/ *n.* 肉糜压饼

23. lentil /'lentɪl/ *n.* 滨豆 (小扁豆属植物)

24. lichen /'lɪkən/ *n.* [植] 地衣

25. reindeer moss /'reɪn.dɪə mɒs/ [植] 驯鹿苔藓

26. majesty /'mædʒɪstɪ/ *n.* 最高权力, 权威

27. lubricating oil /'lʊbrɪkeɪtɪŋ/ 润滑油

Comprehension Exercises

1 Decide on the best choice to answer or complete each of the following.

- Young people could go to Oxford or Cambridge in those days _____.
A. after they took the entrance examination for university
B. only if they could afford the university fees
C. if they wanted to become scholars in a certain field
D. because education there was free
- Which of the following places do you think the author would wish to work?
A. London. B. Dublin. C. Oxford. D. Shanghai.
- The Housemaster didn't think that the author could obtain the job in the Shell Company because _____.
A. the members of its Eastern Staff were very talented
B. competition for getting the job was very intense
C. the author had never taken a position of responsibility in the school
D. all of the above
- How did the author spend his time between leaving school and starting work?
A. He took part in interviews for other jobs.
B. He followed Captain Scott's example to the South Pole.
C. He bought himself a motorbike and rode it on Sundays.
D. He explored the interior of Newfoundland with a party of senior school boys.
- The author regarded his expedition to Newfoundland as a genuine adventure because _____.
A. it was the first time in his life he did not accompany his family to travel
B. he indeed appreciated going out with the boys of his own age
C. it prepared him spiritually and physically for his future work
D. it was really exciting and adventurous on Newfoundland
- What priority should a businessman have according to the author?
A. Simple routine work. B. Right and duty.
C. Self-respect and dignity. D. An ambition.

2 Vocabulary check: Find a word in the text for each definition below.

- a short period of energetic activity or enjoyment: fling
- unfriendly towards other people and scornful of them: supercilious
- go very quickly: zoom
- walk slowly and with heavy steps: trudge
- lift or pull up: hoist

3 Questions for discussion.

1. What preparations are you going to make before you graduate from university?
2. What is the life of a writer like compared with the life of a businessman?

Reading Skills

Reading for the Main Idea (Part I)

—Recognizing Topics and Main Ideas

By “reading comprehension”, we mean the ability to understand an article or a passage. If a student is “good at reading comprehension”, then, with a high degree of efficiency, he or she is able to recognize the topic of a paragraph and the main ideas presented.

The paragraph topic can be presented in key words, which are closely related to the main idea and are of crucial significance to the understanding of the paragraph. The main idea can be presented in a complete sentence which covers the whole content of the paragraph and says something about the topic.

Here are some examples from the text:

Paragraph 5

Paragraph Topic: application for a job

Main Idea: There was severe competition for the job he wanted.

Paragraph 8

Paragraph Topic: decision to travel with his contemporaries

Main Idea: The author decided to take a special training trip before becoming a businessman.

Paragraph 10

Paragraph Topic: a genuine adventure

Main Idea: The country he went to was unpleasant, but the trip was nevertheless exciting and full of challenges.

Exercises

Read each of the following paragraphs and answer the multiple choice questions that come after it.

Paragraph 1

The Statue of Liberty in New Jersey waters outside New York Harbor is sheathed (覆盖) in

copper of average thickness 2 mm. The statue is 50 m high and some 80 metric tons copper was required for its fabrication. It is probable that few projects before or since the Statue's construction in 1876–1885 ever required as much copper. Nonetheless, no historical records have yet been found to indicate positively the source of copper. It has been widely rumored that the copper used in the building of the Statue of Liberty in New Jersey came from Visnes Copper Mines at Karmoy near Stavanger in Norway.

1. What is the main topic of the paragraph?
 - A. Where the copper came from that built the Statue of Liberty.
 - B. The source of the copper that gives the Statue of Liberty its surface.
 - C. The mystery of who supplied the copper to make the Statue.
 - D. The gift from Norway.
2. Which of the following sentences indicates the main idea?
 - A. The Statue of Liberty was a big project compared to others.
 - B. The Statue of Liberty was probably not made of copper from America.
 - C. The copper used required a lot of fabrication.
 - D. The Statue is covered with so much copper yet we don't know for certain where it comes from.

Paragraph 2

In America, the corresponding transformation and development of mechanical engineering did not take place until after 1850. The key development was the invention of the steam engine, which made available large quantities of cheap and dependable power. Those civil engineers concerned with machines were called mechanical engineers, and as new sciences and skills developed, they became specialists in the new profession. Watt's successful engine also spurred application of steam power to water, land, and air transportation. The engineering problems in adapting the steam engine to shipboard use were the least difficult, and by 1786 several inventions had constructed mechanical boats. In 1807 Robert Fulton came up with the winning combination of a dependable Watt engine, an improved hull design, and strong political backing. With the advent of high pressure engines and iron rails, the steam locomotive became practical.

1. The central idea of this paragraph is _____.
 - A. an overview of inventions led to the profession of mechanical engineering
 - B. mechanical inventions influenced the Industrial Revolution
 - C. major American inventions were raised from the Industrial Revolution
 - D. mechanical engineering in America had undergone its transformation and development
2. The paragraph following it most probably discusses _____.
 - A. other developments in mechanical engineering
 - B. the steam engine
 - C. the steam locomotive
 - D. air transportation

2. The Saturday Evening Post

Russell Baker

Introduction

"If at first you don't succeed, try, try again." This was the battle cry with which my mother constantly sent me back into the hopeless struggle whenever I **moaned**¹ that I had rung every doorbell in town and knew there wasn't a single potential buyer left.

When I turned eight years old my mother decided that the job of starting me on the road toward making something of myself could no longer be safely delayed. "Buddy," she said one day, "I want you to come home right after school this afternoon. Somebody's coming and I want you to meet him."

When I burst in that afternoon she was in conference with an executive of the Curtis Publishing Company. She introduced me. He bent low from the waist and shook my hand. Was it true as my mother had told him, he asked, that I longed for the opportunity to conquer the world of business?

My mother replied that I was blessed with a rare determination to make something of myself.

"That's right," I whispered.

"But have you got the **grit**², the character, the never-say-quit spirit it takes to succeed in business?"

My mother said I certainly did.

"That's right," I said.

He eyed me silently for a long pause, as though weighing whether I could be trusted to keep his confidence, then spoke man-to-man. Before taking a crucial step, he said he wanted to advise me that working for the Curtis Publishing Company placed enormous responsibility on a young man. It was one of the great companies of America. Perhaps the greatest publishing house in the world. I had

1. moan /məʊn/ v. 抱怨; 呻吟

2. grit /grɪt/ n. 勇气, 坚毅