

新世纪大学英语系列教材(第二版)

总策划 庄智象

总主编 秦秀白

# 长篇阅读

# 1

主 编 束定芳



NEW CENTURY COLLEGE ENGLISH  
Reading Longer Texts



 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
[www.sflep.com](http://www.sflep.com)

新世纪大学英语系列教材(第二版)

总策划 庄智象

总主编 秦秀白

# 长篇阅读 1

Reading Longer Texts

主 编 束定芳

编 者 励哲蔚 王蓓蕾 李 菁



W 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

## 图书在版编目(CIP)数据

长篇阅读. 1/束定芳主编.

—上海:上海外语教育出版社,2015

(新世纪大学英语系列教材. 第二版)

ISBN 978-7-5446-3883-8

I. ①长… II. ①束… III. ①英语—阅读教学—高等学校—教材

IV. ①H319.4

中国版本图书馆 CIP 数据核字(2014)第 266735 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:** 陶 怡

**印 刷:** 浙江省临安市曙光印务有限公司

**开 本:** 787×1092 1/16 印张 7 字数 154千字

**版 次:** 2015年3月第1版 2015年3月第1次印刷

**印 数:** 3 100 册

**书 号:** ISBN 978-7-5446-3883-8 / H · 1400

**定 价:** 28.00 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 蒋妙瑞 戴炜栋

总主编：秦秀白

编委：(按姓氏笔画顺序)

马秋武(同济大学)

王一普(南开大学)

王守仁(南京大学)

王俊菊(山东大学)

王海啸(南京大学)

石 坚(四川大学)

向明友(北京航空航天大学)

庄智象(上海外国语大学)

刘正光(湖南大学)

刘浣波(华南理工大学)

刘海平(南京大学)

孙倚娜(苏州大学)

严 明(黑龙江大学)

李淑静(北京大学)

李霄翔(东南大学)

杨 跃(西安电子科技大学)

杨惠中(上海交通大学)

杨瑞英(西安交通大学)

束定芳(上海外国语大学)

何莲珍(浙江大学)

余涓深(重庆大学)

汪火焰(武汉大学)

张文霞(清华大学)

张绍杰(东北师范大学)

张春柏(华东师范大学)

张勇先(中国人民大学)

张 森(河北科技大学)

季佩英(复旦大学)

金 艳(上海交通大学)

俞洪亮(扬州大学)

洪 岗(浙江外国语学院)

黄国文(中山大学)

黄源深(上海对外经贸大学)

黄震华(对外经济贸易大学)

樊葳葳(华中科技大学)

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》(下称《课程要求》)。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”,力图为新形势下的我国大学英语教材建设做出新的尝试和努力。本套教材是国内首套完全按照《课程要求》编写的新一代大学英语系列教材,也是外教社规模最大、内容最新、辅助教学配备最全、数字化网络化程度最高的大学英语教材之一。经教育部认定,这套教材被列入“普通高等教育‘十一·五’国家级规划教材”;2012年,教材再次入选“‘十二·五’普通高等教育本科国家级规划教材”。

“新世纪大学英语系列教材”包括6种教程,分别是《综合教程》、《视听说教程》、《阅读教程》、《写作教程》、《快速阅读》和“经贸类选修课教材”。《综合教程》和《视听说教程》被教育部认定为“2008年普通高等教育精品教材”;经贸类选修课程《职业规划与拓展》被教育部认定为“2009年普通高等教育精品教材”。2009年在由中国日报社《21世纪英语教育周刊》和21世纪英语网站联合举办的“60年60本英语教育图书”大型评选活动中,本系列教材成功入选。

《课程要求》充分体现了人本主义教育观;严格按照《课程要求》编写教材必能走出新路。因此,在编写“新世纪大学英语系列教材”的过程中,我们始终坚持以人本主义教育观,把落实《课程要求》作为我们工作的主旨。在这方面,我们主要抓住以下几个环节:

- 1) 牢牢把握大学英语的课程定位,紧扣《课程要求》,即“大学英语课程不仅是一门语言基础课程”,“兼有工具性和人文性”。根据这样的定位,我们设计了6种教程,旨在满足不同类型和不同层次高校的教学需要。
- 2) 紧扣《课程要求》表述的大学英语教学目标,即“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,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。”夯实语言基本功、提升学生综合运用英语的能力是本系列教材的根本宗旨,能让学生受益一辈子。

- 3) 体现教学模式改革,实现《课程要求》提出的两个根本性转变:一是实现“以教师为中心”向“以学生为中心”的转变;二是实现“单纯传授语言知识与技能的教学模式”向“既传授一般的语言知识与技能,更重视培养语言运用能力和自主学习能力的教学模式”的转变。这正是人本主义教育观的核心,也是本系列教材的核心理念。
- 4) 落实“分层次教学”和“分类指导”原则,系列教材的主干教程都编写了8册,还编写了选修课教程,既要满足大学生英语学习与实践的基本要求,又要让“那些英语起点水平较高、学有余力的学生能够达到较高要求或更高要求”。
- 5) 凸显自主学习和个性化学习理念,注重调动教师和学生两方面的积极性,体现学生在教学过程中的主体地位和教师在教学过程中的主导作用。
- 6) 配有网络课件和电子教案,外教社还建立了供全国高校使用的新理念外语网络教学系统,为学生和教师提供完整、多元、立体化的学习平台。
- 7) 人本主义教育观重视教学过程和学习过程的评估,尤其强调学生的自我评估。《课程要求》为形成性评估设计了参考词表、基于计算机和课堂的英语教学模式、英语能力自评/互评表等具体项目和指标,成为编写各主干教程的重要依据。

教材的生命力和质量源于不断及时的修订。为更好地满足各地区和各类型高校的教学需要,外教社于2012年启动了“新世纪大学英语系列教材”修订工作。在过去的几年,各教程编者深入教材使用单位,通过听课、座谈和访谈等不同方式,跟踪了解教材的使用情况,获取了大量反馈信息。外教社还在全国各地不同类型的高校中开展了问卷调查,广泛收集各教程使用单位的意见,为教材修订工作做了充分的准备。2013年8月,全国大学英语四、六级考试委员会公布了“大学英语四、六级考试题型调整”的方案,对听力、阅读、翻译和写作等题型均有涉及。此次修订工作主要针对《综合教程》、《视听说教程》、《阅读教程》、《写作教程》和《快速阅读》的1—4册,修订工作重点一是更新语料,优化教学内容;二是优化练习形式和内容,使其更好地适应教师课堂讲授和学生课后自主学习;三是在一定程度上反映四级考试的新变化。各教程的修订重点和主要内容如下:

- 《综合教程》用一些故事性较强的记叙文替换了说教色彩过浓的论说文。第一、二册各更换了5篇课文,第三、四册各更换了6篇课文。在练习设计方面,改变了原 Listen and Respond 的练习形式;将 Grammar Review 改为 Grammar in Context,使语法项目的复习与课文中出现的语言现象更加紧密地结合起来;在 Increasing Your Word Power 部分,加强了词语搭配练习。修订总量约占全书的40%。
- 《视听说教程》在推出的第三版中对单元结构进行了优化,对听力素材进行了增补和调整,充分体现“还课堂教学以本来面貌”、追求“教有实效、学有实效”的编写理念和视听说教学的宗旨。
- 《阅读教程》通过优化结构、调整练习项目、更新课文,既保持原有课文的人文特色,又凸显了题材的多样性和丰富性;既注重文章的经典性和普适性,又考

虑到篇章的时代性和大众关注度;做到了教材的长效性和其当下的针对性的和谐统一,课文的趣味性也得以加强。

- 《写作教程》强调读写结合,以读促写。从句子到段落到文章,逐步提高学生英语写作能力。修订进一步更新素材,并增强练习的可操作性。
- 《快速阅读》大幅更换选文,并在3、4册练习设计与四、六级考试新题型接轨。修订后的《快速阅读》根据阅读目的将阅读技巧的训练分为两大板块:“考试阅读题型与技巧”和“真实阅读策略与技巧”。前者围绕四、六级考试的常见文体、题型介绍阅读技巧;后者则是针对真实生活中获取信息这一目的讲述阅读技巧。这些举措大大加强了教材的实用性和有效性。

2015年,系列教材中新增《长篇阅读》,以帮助学生熟悉和参加国家级考试。

总之,教材建设必须以实现教学目标为己任;同时推动教学模式的改革和学习行为的转变。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

历年的《大学英语教学大纲》和《大学英语课程教学要求》都将阅读技能培养作为大学英语基础阶段的主要课程目标,要求学生掌握有效的阅读策略和技巧,快速、准确地从各种阅读材料中获取所需信息,为日常交流和提高阶段的各类学术英语或双语类课程做好准备。大学英语四、六级考试的阅读理解部分从2013年12月起实施改革,新增“长篇阅读”篇目,主要考查学生对1000词左右不同主题、不同题材文章的篇章理解能力和快速定位能力。对此,编者基于新的《大学英语教学指南》的要求和自主学习理念,融合大学英语四级考试阅读理解试题的新特点,在原有《快速阅读(第二版)》的基础上,重新编写了《长篇阅读》,旨在帮助广大学生熟悉各类主题篇幅较长的文章,扩大阅读视野,提高阅读速度,熟悉各种题型,培养自主阅读的能力。

《长篇阅读》的框架设计:

1. 本教程共4册,既可与系列教材中的《综合教程》和《阅读教程》配套使用,也可单独使用。
2. 每册包括8个不同主题的单元,每单元含3篇阅读材料。所有阅读材料的练习答案均以附录形式放在书后。
3. 阅读材料主要选自国内外主流媒体的报刊时文。所涉及话题尽量对应《综合教程》所列出的32个主题,包括教育、生活、体育、艺术、经济、科技等。4册阅读材料按语篇长度和难度进行分级,从第一册到第四册逐步增大难度。

《长篇阅读》的特点和使用建议:

1. 多样化的练习:本教程的练习形式涵盖了历年大学英语四级考试中阅读题的常见题型,以信息匹配题为主,结合多项选择、单句填空、短文填空、是非判断等常见题型,有针对性地训练学生的长篇阅读技巧,帮助学生实现阅读技能多维度、均衡化发展。
2. 词汇的处理:在教程编写过程中,我们考虑到学生的水平,在不影响原文理解的基础上对词汇做了以下处理:(1)替换了部分难词;(2)对影响阅读理解的超纲词汇在首次出现时作了注释;而对不影响阅读理解的超纲词汇,鼓励学生根据上下文对词义进行猜测。
3. 限时阅读:教程在每篇阅读材料的结尾标有该篇材料的字数,学生可以按照字数和实际阅读时间计算自己的阅读速度,还可在核对答案后及时记录文章的阅读理解正确率。本书最后附有阅读情况全程记录表,可供学生跟踪监控自己的阅读进展。

本教程由束定芳教授(上海外国语大学)担任主编,王蓓蕾(同济大学)、励哲蔚(宁波大学)、李菁(上海外国语大学)参与编写。英国专家 Tony Ward 对全书进行了审读,特此致谢。

教程的编写如有不足之处,敬请广大读者、专家和同行不吝指正。

编者



# CONTENTS

## Unit 1 University Life

- Passage A Secrets of Straight-A Students 2
- Passage B Navigating the Research University 6
- Passage C Extracurricular Excitement 10

## Unit 2 Reading

- Passage A Have a Positive Attitude Toward Reading 15
- Passage B The ABC of Reading 19
- Passage C How to Mark a Book 24

## Unit 3 Parents and Children

- Passage A Salsa Lessons 28
- Passage B A Farewell Gift 31
- Passage C Talking with Your Parents 35

## Unit 4 Animals

- Passage A Animal Education 40
- Passage B Mother Duck's Miracle 44
- Passage C Top Animal Cheats 47

## Unit 5 Friendship

- Passage A Online Friends vs. Real Life Friends: A Comparison 51
- Passage B What Is Friendship? 55
- Passage C What Does It Mean to Be a Friend? 58

Unit 6 Love

Passage A What Goes around Comes around 63

Passage B Love 67

Passage C The Art of Love Letters 71

Unit 7 Christmas

Passage A Christmas Lights 74

Passage B From the Heart 78

Passage C The Christmas Fairy of Strasburg 82

Unit 8 Travel

Passage A The Family Holiday "Challenge" 87

Passage B Road Rage All the Rage! 91

Passage C Austria 95

Key to the Exercises 99

Records of Your Reading Rate & Comprehension Rate 102

新世纪大学英语系列教材(第二版)

总策划 庄智象

总主编 秦秀白

# 长篇阅读 1

Reading Longer Texts

主 编 束定芳

编 者 励哲蔚 王蓓蕾 李 菁





## Passage A

## Secrets of Straight-A Students

The students at the top of the class get there by mastering a few basic techniques that others can readily learn. Here, according to education experts and students themselves, are the secrets of straight-A students.

- 1 \_\_\_\_ . Top students bear no intrusions on study time. Once the books are open or the computer is booted up, phone calls go unanswered, TV shows unwatched, snacks ignored. Study is business; business comes before recreation.
- 2 \_\_\_\_ . Claude Olney, a University business professor assigned to tutor failing college athletes, recalls a cross-country runner who worked out every day. Olney persuaded him to use the time to memorize biology terms. Another student posted a vocabulary list by the medicine cabinet. He learned a new word every day while brushing his teeth. Among the students we interviewed, study times were strictly a matter of personal preference. Some worked late at night when the house was quiet. Others awoke early. Still others studied as soon as they came home from school when the work was fresh in their minds. All agreed, however, on the need for consistency.
- 3 \_\_\_\_ . In secondary school, McCray ran track, played rugby and was in the band and orchestra. "I was so busy, I

couldn't waste time looking for a pencil or missing paper. I kept everything right where I could put my hands on it," he says. Even students who don't have a private study area remain organized. A backpack or drawer keeps essential supplies together and cuts down on time-wasting searches.

- 4 \_\_\_\_ . "The best class I ever took," says Christopher Campbell, "was speed-reading. I not only increased my words per minute but also learned to look at a book's table of contents, graphs and pictures first. Then, when I began to read, I had a sense of the material, and I retained a lot more."

In his book *Getting Straight A's*, Gordon W. Green, Jr., says the secret of good reading is to be "an active reader" — one who continually asks questions that lead to a full understanding of the author's message.

- 5 \_\_\_\_ . When a teacher assigns a long paper, Domenica Roman draws up a timetable, dividing the project into small pieces so it isn't so overwhelming.

"It's like eating a steak," she says. "You chew it one bite at a time."

Of course, even the best students procrastinate (拖延) sometimes. But when that happens, they face up to it. "Sometimes it comes down to late nights," admits Christi Anderson, an athlete, student-council member and top student. "Still, if you want A's, you make sure to hit the deadline."

- 6 \_\_\_\_ . "Reading the textbook is important," says Melendres, "but the teacher is going to test you on what he or she emphasized. That's what you find in your notes."

The top students also take notes while reading the text assignment. In fact, David Cieri uses "my homemade" system in which he draws a line down the center of a notebook, writes notes from the text on one side and those from the teacher's lecture on the other. Then he

is able to review both aspects of the assignment at once.

- 7 \_\_\_\_ . “If I don’t understand the principle my teacher is explaining in economics, I ask him to repeat it,” says Christopher Campbell. Class participation goes beyond merely asking questions, though. It’s a matter of showing intellectual curiosity. Don’t memorize information for tests only. Better grades come from better understanding.
  
- 8 \_\_\_\_ . The value of hitting the books together was demonstrated in an experiment at the University of California at Berkeley. While a graduate student there, Uri Treisman observed a freshman calculus class in which Asian-Americans, on average, scored higher than other minority students from similar academic backgrounds. Treisman found that the Asian-Americans discussed homework problems together, tried different approaches and explained their solutions to one another. The others, by contrast, studied alone, spent most of their time reading and rereading the text, and tried the same approach time after time even if it was unsuccessful. On the basis of his findings, Treisman suggested teaching group-study methods in the course. Once that was done, the groups performed equally well.
  
- 9 \_\_\_\_ . As part of her note-taking, Domenica Roman highlights points she thinks may be covered during exams. Later she frames tentative test questions based on those points and gives herself a written examination before test day. “If I can’t answer the question satisfactorily, I go back and review,” she says. Experts confirm what Roman has figured out for herself. Students who make up possible test questions often find many of the same questions on the real exam and thus score higher.
  
- 10 \_\_\_\_ . If her math teacher assigns five problems, Christi Anderson does ten. If the world-history teacher assigns



eight pages of reading, she reads twelve. “Part of learning is practicing,” says Anderson. “And the more you practice, the more you learn.”

(816 words)

Actual reading time	
Your reading rate	_____ words/min.

► **Comprehension exercise:**

*Choose the correct heading from the list of headings and write the correct letter A – J for each secret marked 1 – 10 in the passage.*

<p><b>List of Headings</b></p> <p>A. Learn how to read</p> <p>B. Get organized</p> <p>C. Do more than you're asked</p> <p>D. Study anywhere — or everywhere</p> <p>E. Study together</p> <p>F. Set priorities</p> <p>G. Test yourself</p> <p>H. Take good notes — and use them</p> <p>I. Schedule your time</p> <p>J. Speak up</p>
--

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

Your comprehension rate	_____ %
-------------------------	---------

## Passage B

### Navigating the Research University

A) If you are, or soon will be, attending a research university, it is important for you to grasp the nature of research to fully understand how this affects you as a student. The research mission affects every aspect of an undergraduate student's education, including what you learn in your classes, the majors from which you can choose, who teaches your classes and the quality of their teaching, the makeup of the student body, various opportunities available to you, and your future options after college. Most students apply to research universities because of their prestige, but don't really understand the nature of the research mission. The following information will provide you with an important base from which to understand your own experiences as a university student.

**B) What Is a Research University?**

A research university is a university that has a mission to produce research. The primary goal or mission of a research university is to bring together a group of the best minds in the world to do their research. These people, the faculty, are hired and promoted largely on the basis of their research skills — in other words, a primary focus of their jobs is to produce new knowledge and share it with the world through publications. In addition, these faculty members disseminate known knowledge in a process called teaching. Both aspects are important in a student's educational experience at a research university.

**C) Getting to Know Your Faculty**

At your research university, you will have the opportunity to interact with some of the best minds in the world. You will enjoy your experience more if you get to know your faculty and learn more about their experiences as researchers and educators. Choose a professor and email him/her to arrange an interview time. Do a bit of background research by looking the person up on your campus's website to learn

more about his/her research and teaching interests. Of course, be on time and present yourself professionally.

**D)** Ask a few of the following questions, feeling free to adjust as needed during the interview:

- 1 What motivated you to pursue a career in academia?  
What influenced this interest?
- 2 What was your undergraduate experience like? Why did you choose to go to [institution] as an undergrad, or [institution] for your graduate work?
- 3 What percent of your time is spent on teaching, research, and service?
- 4 What is your teaching philosophy?
- 5 What advice would you give me, and other first-year students, about how to succeed in your classes?
- 6 What opportunities exist for students to be part of your research?
- 7 What advice would you give undergraduates who want to prepare for graduate school?
- 8 How do you balance your personal life with the demands of being a professor? Do you have family commitments? What do you like to do for fun?

**E) Participating in Research**

No matter whether you are interested in a career as a researcher or a professor, since you are attending a research university, you should take advantage of this unique education setting. Not to do so is like going to the Hershey's Chocolate Factory and not tasting the chocolate. Sure, there are other things to do, but you miss out on the whole point of the place.

**F)** At a research university, you have the amazing opportunity to participate in research by working with faculty in their labs, classrooms, and even far away from the campus on research sites. Students at my campus have been involved with the following:

- \* Travelling to China's Tibet and recording the unwritten languages of mountain tribes