

READING BEAUTIFUL ENGLISH

BOOK 1

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魅力英语
阅读
(第一册)

Reading Beautiful English

Book 1

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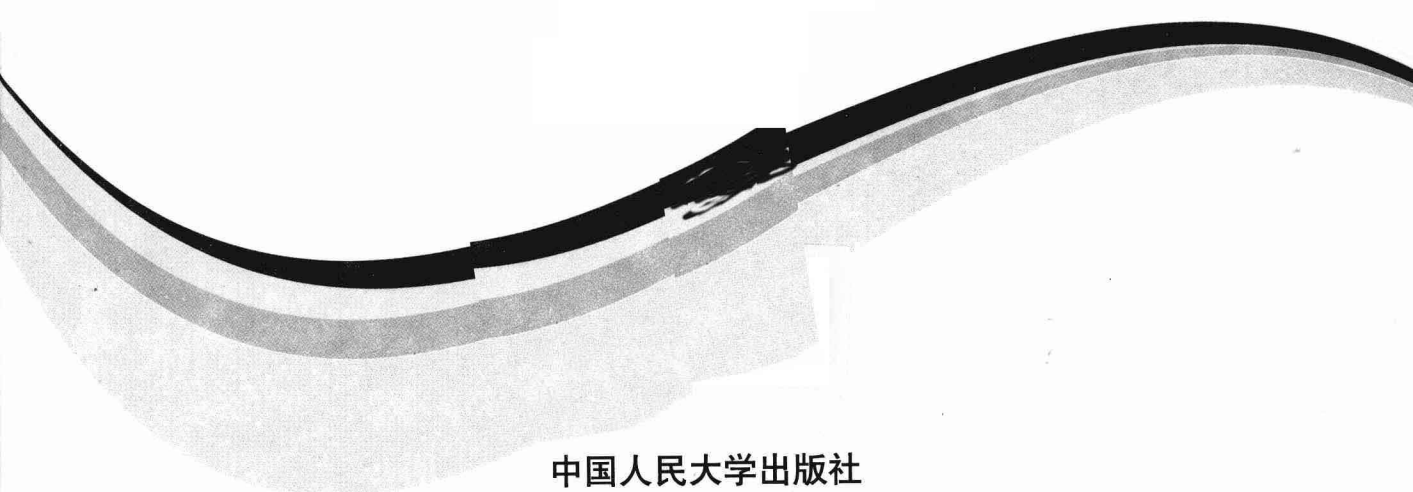
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(第一册)



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根据教育部 2000 年颁布的《高等学校英语专业英语教学大纲》，针对新世纪英语习得者需要进一步扩大知识面和增强英语阅读水平的要求，我们组织长期从事一线教学的中、外籍教师，历经 7 年的艰苦努力，编写了 *BEAUTIFUL ENGLISH* (《魅力英语》) 系列教材。其中的 *SPEAKING BEAUTIFUL ENGLISH* (《魅力英语——口语》)，已于 2010 年 9 月由河南大学出版社出版。本套称作 *READING BEAUTIFUL ENGLISH* (《魅力英语——阅读》)，供高等院校本科一、二年级英语阅读课教学使用，我们请中国人民大学出版社出版。

阅读本身是美丽的，而美丽的素材无疑会使读者感到赏心悦目、爱不释手。*READING BEAUTIFUL ENGLISH* 正在尝试探求阅读的真谛；读者在此能够感知到的不仅仅是语言的魅力。本套教材大大缩小了课堂教学与现实生活的距离，独特、新颖、创新而又实用；它信息量大、趣味性强、追求本真、启迪人性。

就“Reading”而言，它提供全面而系统的英文阅读技巧、阅读材料和习题训练，引导学生系统地掌握多种阅读方法，快速而准确地获取有效信息，并通过习题来培养判断、归纳、推理等逻辑思维能力。其题材十分广泛，内容涉及教育、文化、经贸、科技、医药、环保、法律、军事、历史、旅游、休闲、传记、文学及社会热点等各个领域；其文体也呈现多样性，既有记叙、说明、议论和描写，又有新闻、广告、菜单、产品说明等现实社会无处不在的应用文体。

就“Beautiful”而言，它形式设计灵活多样，从整体内容到局部细节都力求精益求精，严谨中含意趣，活泼中见真情。它既涵盖当代大学生广泛关注的社会现象和社会热点，又涵盖中西方文化、社会礼仪和风土人情等各个领域。它大胆思维、破旧立新，既帮助学生亲身体验原汁原味、形式多样的英语素材，增加对英语国家社会文化等方面的全方位了解，还可以切实提高他们的英语阅读速度和理解能力，增强英语语感，享受不同文化所带来的肺腑之浸，进而逐步在人生关键而又美丽的时刻健全人格、领悟人性。

READING BEAUTIFUL ENGLISH 全套共四册，每册十六个单元，按照阅读方法分编成组。每个单元分为三个模块。结构如下：

(一) 第一模块：导入语部分

此部分包括文字说明和图片说明。其中文字说明是对整个单元所涉及的领域或话题的一个总体介绍，而图片说明则鲜明地反映出该单元所涉及领域的突出特点。

(二) 第二模块：包括三个部分，即 Section A、B 和 C

Section A 和 Section B 为课堂教学使用，通常不要求学生预习。Section C 是补充阅读部分，一般不要求课堂讲解。

Section A 是课堂讲解的主体内容。此部分包括一篇阅读文章。四册中此部分的阅读文章，难易程度由浅入深，篇幅长度由第一册的 650 词左右逐渐增加到第四册的 1 300 词左右。阅读文章后的背景知识包括概念或术语的解释、作家或者文化现象的简介。

Section B 是三个部分中实用性最强的一部分，也是形式最为灵活多样的一个部分，包括图片、文字、真实海报、药品或化妆品说明书，甚至是菜单或者广告。此部分一般包括三到五篇话题相近但又有不同讲解点的、字数控制在 300 词以内的实用小短文。四册中此部分的阅读文章，按照难易程度由浅入深地编排。

Section C 是 Section A 和 Section B 主题或话题的深化或者延伸，是课后自主学习和自我测试部分。此部分包括一篇阅读文章，其篇幅长于 Section A，难度也高于 Section A。

三个部分的习题设置与本单元着重练习的阅读技巧相匹配。各类题型在四册书中各有侧重，旨在测试学生的阅读理解能力和实际操作及应变能力。三个部分的阅读最好在建议阅读时间内完成，但教师也可以根据学生的具体情况对阅读时间进行适当的调整。

(三) 第三模块：Coffee Break

每个单元最后是一个新颖的部分，即“Coffee Break”。此部分或是世界名著摘句，或是名人语录，或是幽默短篇，或是谚语习语，抑或是回文诗、回文句，甚至是文字游戏、脑筋急转弯等。此部分也是本教材跟其他类似教材的不同之处。

另外，*READING BEAUTIFUL ENGLISH* 以阅读技巧为主线，循序渐进地、系统地介绍各种阅读技巧。第一册重点讲解 Context clue to word meaning, Word-formation, Skimming, Scanning 和 Denotation and connotation 五个阅读技巧。第二册重点讲解 Long and complicated sentences, Finding out the main idea, Reading between the lines, Distinguishing facts from opinions, Understanding of figurative languages 五个阅读技巧。第三册重点讲解 Type of comprehension questions, Distinguishing topics from main ideas, Distinguishing main ideas from details, Understanding of idiomatic expressions 四个阅读技巧。第四册重点讲解 Reading as a group, Paragraph patterns, The writer's purpose in writing the article, Taking notes and outlining 四个阅读技巧。同一个阅读技巧将连续在几个单元内反复训练，以便让学生真正掌握、运用自如。通过这一系列的阅读技巧的讲解或训练，不仅能够提高学生的阅读理解能力和逻辑思维能力，还能提高学生对文本的鉴赏能力。

最后，*READING BEAUTIFUL ENGLISH* 给出了两个必要的附录，常用词缀表、单词表。常用词缀表中的词缀是一些常见的前、后缀，也适当添加了一些构词法，以帮助学生掌握大量的词汇。单

词表中的单词是针对 Section A 的文章列出的, 单词参照《牛津高阶英汉双解词典》给出英文解释(个别专用词汇或术语除外)。附录中每个单元的单词表按照字母顺序排列。习题的参考答案另外单独提供。

我在此不得不提的是, *READING BEAUTIFUL ENGLISH* 充分利用中外图书和各大权威网站, 为读者提供了丰富而又美丽的阅读材料, 穿插了大量的相关图片, 合理调整了文章的布局, 读来令人耳目一新。我真诚地感谢我们参考的所有图书和网站。没有它们, 此书也就无所谓 beautiful 了。

我还要郑重感谢郑州大学西亚斯国际学院创办人陈肖纯先生、西亚斯国际学院所有学校领导、西亚斯国际学院外语系全体同仁, 尤其是杨广俊教授、刘榜离教授、王鲜杰教授、李睿老师、齐召红老师, 外籍专家 Garry Todd、Neithan Groof 和 Greg Funnel。没有他们的支持和指导, 本套教材将无法结集出版。

西亚斯国际学院英语系 2009 级、2010 级 4 个本科班试用了本套教材, 为我们反馈、修改、提高, 直至出版做出了至关重要的贡献。

我最不能忘怀的是和我一起直接参与本套教材编撰工作的十几名一线教师。他们有的是中国高校英语教学与研究大师的高徒, 有的是国外知名学府的归国学者; 在不影响正常教学和科研的前提下, 他们把自己不同的学术背景和宝贵的教学经验, 毫无保留地、艺术地融合在一起, 勤奋地、专业地、深深地、小心翼翼地投放到此套教材当中。没有他们, 我们肯定无以成书。我向他们对中国高等教育的至爱、思考乃至探索致敬!

编写过程中难免出现错误, 恳请专家和同行不吝赐教; rbe2008@163.com 时刻等待着您。

王尚阁

2011 年 8 月于郑州

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Reading Skill

Context Clue to Word Meaning

When reading materials of all sorts, we are inclined to meet many new words, especially for freshmen whose vocabulary is relatively small. In that case, what will you do when you come across a new word in your reading? Will you stop the moment you read the new word and look it up into your dictionary or electronic dictionary? Will you give this material up and find another simpler one to read? Or will you continue your reading despite the new word?

It is strongly advised that you take a guess, and then read on, because you expect the writer to give you some clues to the meaning of the new word. Actually, the meanings of many words will be clear from context—the words or sentences before or after the item you do not know. You can figure out the meaning of an unfamiliar word by looking for clues provided by context. Here are some of the context clues that people can often find in their reading:

1. Some sentences set off the definition for a difficult word by using punctuation marks as comma, dash or within parentheses—words that readers will need to know in order to understand what they are reading.
2. Some sentences give examples for a new word, you can build a definition.
3. Some sentences tell the opposite of what a new word means.
4. Sometimes you can use your own experiences to figure out the definition of a word.
5. Word part clues—stems and affixes also help to find out word meaning.
6. If a familiar word can't be understood in its usual meaning, try another way.

Students are usually asked to guess the meaning of a certain word in a passage. There are two points worth noticing: the first one: if the word is very simple and appears frequently in daily use, you should be very careful in taking the guess, for the author will probably ask you to guess its unusual meaning; the second one: if you are required to guess the meaning of a complicated word you have never met, please don't worry in that case. You will probably guess the correct meaning of many words if you have a good knowledge of the context under which the special item is used, however strange it is.

Although context clues are useful in discovering the meaning of an unknown word, there are

模糊的

some limitations to this approach. The meaning you get from the context may be vague or general. Sometimes there is too much unfamiliar language to allow you to use the context. While you don't interrupt your reading to look up new words in a dictionary, you may still want to check your guess if you find that some words are used often and seem to be important in your field. In such cases, mark the unknown words when you are reading, and look them up after you finish reading.

Unit 1

Campus Life

*In this unit
you will:*



learn how to make wise decisions for your college years;
be exposed to various campus activities;
be inspired by some tips on getting along well with your roommates.



Section A



Before Reading

1. Do you think you have been ready for new college life? Why?
2. What did you expect your college life to be when you were in senior middle school?
3. Do you have any plans for your college life? What are they?

Passions, Friends, and Great Profs

After you arrive on campus, the real decisions begin.

by Sarah Starr



又/度/以/已/后/的/时/间

For four years of high school, dreams of college life kept me persevering through what seemed like unbearable times of teenage torment. So when I got to college, I felt a lot of pressure to make sure it was the best four years of my life. Although I made an excellent choice in Washington University in St. Louis, it was really the decisions I made once I arrived that made my college experience what I hoped it would be.

Freshman year was chaotic. I made friends in an instant, only to stop hanging out with them days later. I felt lonely without people who knew me well. But when I looked around my freshman floor, I wasn't sure what "group" I belonged to. The answer proved to be no group. So I didn't try to force a bad fit and, at the same time, tried not to panic. I wound up with an eclectic collection of interesting and fun people who didn't fit neatly into any group either.

Although I admit I sometimes forgot that education was the primary reason I was at college, I did learn that choosing my courses wisely was critical to my happiness. It was essential to

课程评估

check out the professors—read course evaluations, talk to former students—before committing, because it's the teacher who makes the course. I learned not to be seduced by clever course titles. If a boring prof teaches Guns, Gams, and Grass: The History of Violence, Sex, and Drugs in Pop Culture, the class will be little more than an opportunity to catch up on sleep. But if a great professor teaches History of Dirt, it's probably worth taking. A Human Evolution course that I reluctantly took to meet a science requirement proved to be an academic highlight because the professor was a compelling lecturer.
↳ - 个人的进化过程

Wash U, like most colleges, offers its students hundreds of opportunities to hear speakers, to see films, plays, and art exhibitions, or to go on free or heavily discounted trips. I am glad I took advantage—from the St. Louis Art Fair to a lecture on the crisis in Rwanda to the second-largest Mardi Gras celebration in the country.
折扣旅行

Extracurricular activities are one of the first things pushed on you when you arrive at college. Nearly everyone I know signed up for at least 10 clubs, and few kept up with more than one. Still, many did form close friendships or discovered an enduring passion. It doesn't, however, always work out smoothly. I joined the campus radio station as a DJ. After starting with a 2 a.m. Saturday show, I landed the Wednesday-at-4-p.m. slot, a time when people were actually listening. But two weeks into my new Plastic Fantastic Radio show, a student boss informed me that playing Janis Joplin revealed me as “too mainstream”. I spent the next few weeks scouring stacks of indie garbage for appropriately obscure music before deciding that any radio station that failed to appreciate rock and roll was not for me.

Ultimately, it was the friendships that ensured my success at Wash U. To me, the key was finding a group that included a wide variety of tastes and temperaments. That requires being open to people with whom you might never have expected to get along. (Like, in my case, Republicans, a high-school homecoming queen, and a budding civil engineer.)

I certainly never believed I would become close friends with my freshman roommate. At first she spent all her spare time with her soccer teammates. We didn't have problems, but we barely spoke. Which was OK, because what does a big-city, East Coast girl like me have in common with a girl from the cornfields of Indiana?

To my surprise, it turned out to be quite a lot. One night, shortly after Thanksgiving break, we started sharing our high-school experiences and something clicked. From then on we were inseparable, and we remained roommates for the duration. Leaving Wash U proved a lot harder than starting there four years before.

Total words: 669 words

Suggested reading time: 8 minutes Total reading time: _____



Culture Link

- ❑ **Grass Günter (Wilhelm)** (b.1927): German novelist, poet, and dramatist. His works are intellectual and experimental and often reflect his socialist views. Notable works: *The Tin Drum* (1959), and *The Flounder* (1977). Nobel Prize for Literature (1999).
- ❑ **Mardi Gras:** The terms “**Mardi Gras**”, “**Mardi Gras season**”, and “**Carnival season**”, in English, refer to events of the Carnival celebrations, beginning on or after the Epiphany and ending on the day before Ash Wednesday. From the French term “*Mardi Gras*” (literally “Fat Tuesday”), has come to mean the whole period of activity related to those events, beyond just the single day, often called Mardi Gras Day or Fat Tuesday.
- ❑ **Janis Lyn Joplin** (January 19, 1943—October 4, 1970): American singer, songwriter and music arranger. She rose to prominence in the late 1960s as the lead singer of Big Brother and the Holding Company and later as a solo artist. In 2004, *Rolling Stone* magazine ranked Joplin number 46 on its list of the 100 Greatest Artists of All Time, and number 28 on its 2008 list of 100 Greatest Singers of All Time.
- ❑ **Thanksgiving or Thanksgiving Day:** (in North America) an annual national holiday marked by religious observances and a traditional meal including turkey. The holiday commemorates a harvest festival celebrated by the Pilgrim Fathers in 1621, and is held in the US on the fourth Thursday in November. A similar holiday is held in Canada, usually on the second Monday in October.



After Reading

I Do the following statements agree with the views of the writer in the passage?

- | | |
|-----------|--|
| TRUE | if the statement agrees with the writer |
| FALSE | if the statement contradicts the writer |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

- () 1. Before entering college, the author indicated that she had a terrible high-school time.
- () 2. Based on the message provided in Para. 1, we can see it's critical to make wise decisions in one's college life.

- () 3. During the first year of college life, the author made a lot of friends and kept constant touch with them.
- () 4. From this passage we can see that the author is a girl from a big city.
- () 5. The author noticed that almost all her classmates had attended at least 10 clubs and kept touch with them.
- () 6. The author thinks that a boring teacher may be not good at teaching violence, sex and drugs.
- () 7. As a freshman, the author knew clearly which group she belonged to.

II

Choose the best answer to each of the following questions. For each of them there are four choices marked A, B, C, and D. You should decide on the best choice.

- () 1. The author thinks that it's important to talk to former students before choosing a course. That's because _____.
 - A. she can get along well with them in the future
 - B. she can learn some skills from them
 - C. she can get some useful information about the professor
 - D. she can know more about the course
- () 2. What does the author imply by saying "If a boring prof teaches Guns, Gams, and Grass... it's probably worth taking" (Lines 5~7, Para. 3)?
 - A. A boring teacher may permit the students to sleep when he teaches Guns, Gams and Grass.
 - B. A boring teacher may not permit the students to sleep when he teaches Guns, Gams and Grass.
 - C. A boring teacher may not be suitable to teach such topics as Guns, Gams and Grass.
 - D. A boring teacher always makes the students sleep when he teaches Guns, Gams and Grass.
- () 3. The students in Washington University can have the opportunity to participate in many activities. Which one is not mentioned in the passage?
 - A. Enjoy films and plays.
 - B. Listen to the speeches.
 - C. Have free or discounted trips.
 - D. Commute with the foreigners.
- () 4. What did the author mean when she said "I am glad I took advantage..." (Lines 2~3, Para. 4)?
 - A. She caught the opportunities visiting many places and attending a lot of lectures.
 - B. She benefited a lot from visiting the Art Fair and hearing the lectures on the crisis in Rwanda.
 - C. She had the advantages to visit a lot of places.
 - D. She thought that it's necessary for her to visit many places and hear the lectures.

- 

B

- 8