

展望(Prospect)全国高等院校英语专业系列精品教材

# 英语阅读教程 第二册

段云礼 江治刚 主编

## *An English Reading Course 2*



对外经济贸易大学出版社

University of International Business and Economics Press

展望 (PROSPECT) 全国高等院校英语专业系列精品教材

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# 英语阅读教程

第二册

## An English Reading Course 2

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**An English Reading Course 2**

段云礼 江治刚 主编  
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# 出版说明

“展望 (Prospect) 全国高等院校英语专业系列精品教材”由对外经济贸易大学出版社联合全国多所重点本科大学推出。教材根据针对全国本科院校英语专业设计，内容涵盖英语专业必修和选修课教学，包括基础技能、语言学、文学、文化、商务等方面，囊括当前我国高校英语专业所开设的大部分课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，为英语教学提供更多的选择。

展望系列教材在内容选材上反映了各个学科领域的最新研究成果，除了帮助学生打下扎实的语言基本功外，在编写上更着力培养学生分析问题、解决问题的能力，并提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

本系列教材的作者为中的学科带头人和一线优秀教师，教材充分体现了当今大学英语专业教育的发展方向和水平。具体书目包括《基础英语教程 1-4》、《英语听力教程》、《英语口语教程》、《英语视听说》、《英语阅读教程 1-2》、《英汉/汉英口译基础教程》、《大学英汉翻译教程 (第三版)》、《大学汉英翻译教程》、《英语写作》、《学术类论文写作手册 (第三版)》、《经贸英语文章选读》、《经贸英语翻译》、《经贸英语口译》、《商务英语写作》、《跨文化交际》、《国际商务礼仪》、《英美国家概况》、《英国文学简史》、《美国文学简史》、《英美文学作品选读》、《实用英语文体学教程》、《英语语言学教程》、《英美报刊高级阅读教程》等。

教材选配 PPT 课件 (网站下载)，并根据教材自身特点选配教学参考书或者 MP3 光盘，建设立体化教学资源。本系列教辅资料请登录 <http://www.uibep.com/> 下载。

对外经济贸易大学出版社外语图书事业部

2011 年 10 月

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# Preface

## 前 言

根据教育部 2000 年 3 月颁布的由高等学校外语专业教学指导委员会英语组编写的《高等学校英语专业英语教学大纲》，我们编写了这套《英语阅读教程》，供高等院校英语专业基础阶段的一、二年级阅读课程教学使用。

《英语阅读教程》的特点突出表现在“精”和“泛”的有机结合、理论与实践相得益彰。

“精”和“泛”的有机结合主要表现在文章体裁、题材选取广泛而权威，时效性强，考查方式灵活多样，同时每个单元话题又相对集中，且每个单元的三篇文章中 Text A 设计为精读，Text B 设计为泛读，而 Text C 则主要选自当下更新的网络素材，旨在拓展相关话题的讨论，并提供相关百科背景。因此，通过相对完备的系统配置，可以全面考查和系统培养学生的综合阅读能力。理论和实践的相得益彰主要表现在相关语法理论（第一册主要讲词法，第二册主要讲句法）和阅读技巧（以理论总结的样式出现）的添加（二者皆以英文出现），为以课堂实践为主的阅读能力培养提供了理论保证，并保证了理论的升华；然后，大量高信度、高效度练习题的设置，又为检验理论、实现理论的再升华提供了契机。此外，教程配套有辅导用书和幻灯片，可供多种教学方式选择使用。

学生可以通过使用本教程提升自身的英语综合阅读素质，提高阅读速度，增强对英语的感知力，扩充词汇量，扩展对英语民族文化和背景知识的认知，有助于把自身培养成新时代需要的复合应用型人才。

《英语阅读教程》共两册，供英语专业学生基础阶段一、二年级使用。每册 14 个单元，涉及英语国家的社会、政治、经济、文化、教育、文学、历史、宗教、体育、环境、风土人情、自然景观、科普知识等各个领域，兼具知识性、启发性和趣味性。

该教程由南开大学与天津科技大学两所高校经验丰富的一线优秀教师合作编写。由于时间匆忙，加之水平有限，谬误难免，望各位读者不吝赐教并斧正。

段云礼 江治刚

2012 年 6 月

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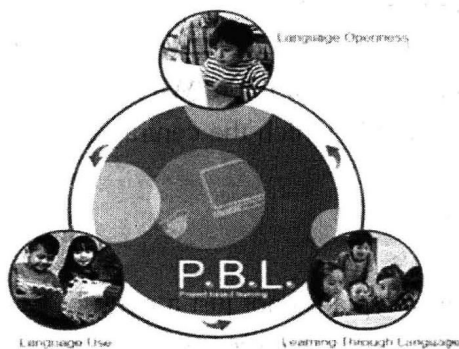
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Unit

# 1

## Language Acquisition



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*He who would learn to fly one day must first learn to stand and walk and run and climb and dance; one cannot fly into flying.*

—Friedrich Nietzsche

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### Part I About Reading

#### Ⅰ. Grammar basics (XV): Phrases (I)

So far, we have now completed the first level of grammatical analysis, in which we

looked at words individually and classified them according to certain criteria. This classification is important because, as we'll see, it forms the basis of the next level of analysis, in which we consider units which may be larger than individual words, but are smaller than sentences. We will be looking at PHRASES.

### 1.1 Defining a phrase

When we looked at nouns and pronouns, we said that a pronoun can sometimes replace a noun in a sentence. One of the examples can be like this:

[*Children*] should watch less television

~[*They*] should watch less television

Here it is certainly true that the pronoun *they* replaces the noun *children*. But consider:

[*The children*] should watch less television

~[*They*] should watch less television

In this example, *they* does not replace *children*. Instead, it replaces *the children*, which is a unit consisting of a determiner and a noun. We refer to this unit as a NOUN PHRASE (NP), and we define it as any unit in which the central element is a noun. Here is another example:

I like [*the title of your book*]

~I like [*it*]

In this case, the pronoun *it* replaces not just a noun but a five-word noun phrase, *the title of your book*. So instead of saying that pronouns can replace nouns, it is more accurate to say that they can replace noun phrases.

We refer to the central element in a phrase as the HEAD of the phrase. In the noun phrase *the children*, the Head is *children*. In the noun phrase *the title of your book*, the Head is *title*.

Noun phrases do not have to contain strings of words. In fact, they can contain just one word, such as the word *children* in *children should watch less television*. This is also a phrase, though it contains only a Head. At the level of word class, of course, we would call *children* a plural, common noun. But in a phrase-level analysis, we call *children* on its own a noun phrase. This is not simply a matter of terminology—we call it a noun phrase because it can be expanded to form longer strings which are more clearly noun phrases.

From now on, we will be using this phrase-level terminology. Furthermore, we will delimit phrases by bracketing them, as we have done in the examples above.

## 1.2 The basic structure of a phrase

Phrases consist minimally of a Head. This means that in a one-word phrase like [children], the Head is *children*. In longer phrases, a string of elements may appear before the Head:

[the small children]

For now, we will refer to this string simply as the pre-Head string.

A string of elements may also appear after the Head, and we will call this the post-Head string:

[the small children in class 5]

So we have a basic three-part structure:

pre-Head string	Head	post-Head string
[the small	Children	in class 5]

Of these three parts, only the Head is obligatory. It is the only part which cannot be omitted from the phrase. To illustrate this, let's omit each part in turn:

pre-Head string	Head	post-Head string
[—	Children	in class 5]
*[the small	—	in class 5]
[the small	Children	—]

Pre-Head and post-Head strings can be omitted, while leaving a complete noun phrase. We can even omit the pre- and post-Head strings at the same time, leaving only the Head:

pre-Head string	Head	post-Head string
[—	Children	—]

This is still a complete noun phrase.

However, when the Head is omitted, we're left with an incomplete phrase (\*the small in class five). This provides a useful method of identifying the Head of a phrase. In general, the Head is the only obligatory part of a phrase.

## Ⅱ. Reading skills (XV): Stages of reading (I)

In the past, experts thought of reading process as a *product*. But newer approaches, by contrast, teach reading comprehension as a *process* in which you use your understanding of different skills and stages to achieve an understanding of the whole. Good reading is divided into three thinking stages:

- **Before reading:** *Preview* to find out what the material is about, what you already know about the topic and what you need to find out while reading.
- **During reading:** *Anticipate* upcoming information, visualize and integrate old and new knowledge, and assess your own understanding in order to make judgments.
- **After reading:** Recall and react to what you have learned.

During the past fifty years, many experts have devised study skills strategies that break these three thinking stages into small steps. A historical example is SQ3R, which was devised by Francis p. Robinson at Ohio State University. The letters stand for Survey, Question, Read, Recite, and Review. Any such system can be successful, but all are designed systematically to engage the reader in thought *before, during* and *after reading*.

### 1. Stage One: Previewing

Previewing is a method of assessing the material, your knowledge of the subject, and your goals for reading. Try to connect with the topic and get an overview of the assignment before starting on the first paragraph. At the beginning of each new course, preview the table of contents of your new textbook to get an overview of the scope of the material. Before reading a chapter, use the signposts such as subheadings, boldface or italic type, and summaries to anticipate what you will be reading.

#### Signposts for Previewing

Consider the following typical features of college textbooks when previewing.

- ∴ Introductory material
- ∴ Learning Questions
- ∴ Title
- ∴ Subheadings
- ∴ Italics, Boldface, and Numbers
- ∴ Visual Aids or Marginal Notations
- ∴ Concluding Summary or Review
- ∴ The Power of Prior Knowledge

∴ Previewing to Activate Schemata



## Part II Reading Comprehension



### Section A

**Directions:** *You are required to read this section in class. Do not preview.*



#### I. New words and expressions

1. **drastic:** acting rapidly or violently
2. **capacity:** an individual's mental or physical ability
3. **insensitive:** not responsive or susceptible
4. **sequence:** order of succession
5. **command:** an order given
6. **incredible:** too extraordinary and improbable to be believed
7. **induce:** to determine by induction; esp. to infer from particulars
8. **babble:** to utter meaningless or unintelligible sounds
9. **dull:** to make dull
10. **discourage:** to deprive of courage or confidence



#### II. Text A

### Language and Children

Is language, like food, a basic human need without which a child at a critical period of life can be starved and damaged? Judging from the *drastic* experiment of Frederick II in the thirteenth century, it may be. Hoping to discover what language a child would speak if he heard no mother tongue, he told the nurses to keep silent.

All the infants died before the first year. But clearly there was more than lack of language here. What was missing was good mothering. Without good mothering, in the first year of life especially, the *capacity* to survive is seriously affected.

Today no such severe lack exists as that ordered by Frederick. Nevertheless, some children are still backward in speaking. Most often the reason for this is that the mother is *insensitive* to the signals of the infant, whose brain is programmed to learn language rapidly. If these sensitive periods are neglected, the ideal time for acquiring skills passes and they might never be learned so easily again. A bird learns to sing and to fly rapidly at the right time, but the process is slow and hard once the critical stage has passed.

Experts suggest that speech stages are reached in a fixed *sequence* and at a constant age, but there are cases where speech has started late in a child who eventually turns out to be of high IQ. At twelve weeks a baby smiles and makes vowel-like sounds; at twelve months he can speak simple words and understand simple *commands*; at eighteen months he has a vocabulary of three to fifty words. At three he knows about 1 000 words which he can put into sentences, and at four his language differs from that of his parents in style rather than grammar.

Recent evidence suggests that an infant is born with the capacity to speak. What is special about man's brain, compared with that of the monkey, is the complex system which enables a child to connect the sight and feel of, say, a toy-bear with the sound pattern "toy-bear." And even more *incredible* is the young brain's ability to pick out an order in language from the mixture of sound around him, to analyze, to combine and recombine the parts of a language in new ways.

But speech has to be *induced*, and this depends on interaction between the mother and the child, where the mother recognizes the signals in the child's *babbling*, grasping and smiling, and responds to them. Insensitivity of the mother to these signals *dulks* the interaction because the child gets *discouraged* and sends out only the obvious signals. Sensitivity to the child's non-verbal signals is essential to the growth and development of language.



Words: 453



Time: \_\_\_\_\_

(Adapted from National Graduate Entrance Exam Paper of 1993)



**For each of the following questions, circle the letter of the best answer.**

- The purpose of Frederick II's experiment was \_\_\_\_\_.  
A. to prove that children are born with the ability to speak

- B. to discover what language a child would speak without hearing any human speech  
 C. to find out what role careful nursing would play in teaching a child to speak  
 D. to prove that a child could be damaged without learning a language
2. The reason some children are backward in speaking is most probably that \_\_\_\_\_.  
 A. they are incapable of learning language rapidly  
 B. they are exposed to too much language at once  
 C. their mothers respond inadequately to their attempts to speak  
 D. their mothers are not intelligent enough to help them
3. What is exceptionally remarkable about a child is that \_\_\_\_\_.  
 A. he is born with the capacity to speak  
 B. he has a brain more complex than an animal's  
 C. he can produce his own sentences  
 D. he owes his speech ability to good nursing
4. Which of the following can NOT be inferred from the passage?  
 A. The faculty of speech is inborn in man.  
 B. Encouragement is anything but essential to a child in language learning.  
 C. The child's brain is highly selective.  
 D. Most children learn their language in definite stages.
5. If a child starts to speak later than others, he will \_\_\_\_\_.  
 A. have a high IQ  
 B. be less intelligent  
 C. be insensitive to verbal signals  
 D. not necessarily be backward



### III. Vocabulary Building

#### 1. Word Formation

➡ Use the appropriate form of the word given in the brackets to complete the sentence.

- 1) It's a serious disease that can cause \_\_\_\_\_ or death. (able)
- 2) The leader thought we were still headed north on the trail, but I \_\_\_\_\_. (agree)
- 3) The two parties have been in constant \_\_\_\_\_ with each other. (monologue)
- 4) She impressed us with her superior \_\_\_\_\_. (intelligent)
- 5) Lightning in summer is a natural \_\_\_\_\_. (occur)
- 6) They need to learn how to settle their arguments without resorting to \_\_\_\_\_. (violent)

- 7) She went upstairs for some \_\_\_\_\_. (private)
- 8) This feminist group accuses the company of \_\_\_\_\_ women in its ads. (grade)
- 9) We shall be careful not to \_\_\_\_\_ the carefully arranged contents of the dresser. (order)
- 10) If you have already paid, please \_\_\_\_\_ this bill. (regard)
- 11) My mother wanted to buy a gas \_\_\_\_\_. (cook)
- 12) They believe that capital punishment is \_\_\_\_\_. (civil)
- 13) They proposed an easily \_\_\_\_\_ color scheme for the nursery. (change)
- 14) Some \_\_\_\_\_ historians regard that story as pure fiction. (knowledge)
- 15) The two neighboring nations signed a(n) \_\_\_\_\_ trade agreement. (lateral)

## 2. Cloze

Fill in each blank with one of the four choices marked A, B, C and D.

How men first learned to invent words is unknown; 1), the origin of language is a mystery. All we really know is that men, unlike animals, somehow invented certain 2) to express thoughts and feelings, actions and things, 3) they could communicate with each other; and that later they agreed 4) certain signs, called letters, which could be 5) to represent those sounds, and which could be 6). Those sounds, whether spoken, 7) written in letters, we call words.

The power of words, then, lies in their 8) the things they bring up before our minds. Words become 9) with meaning for us by experience; 10) the longer we live, the more certain words 11) to us the happy and sad events of our past: and the more we 12), the more the number of words that mean something to us 13). Great writers are those who not only have great thoughts but also express these thoughts in words which appeal 14) to our minds and emotions. This 15) and telling use of words is what we call 16) style. Above all, the real poet is a master of 17). He can convey his meaning in words which sing like music, and which 18) their position and association can 19) men to tears. We should, therefore, learn to choose our words carefully and use them accurately, or they will 20) our speech or writing silly and vulgar.

- |                    |                   |               |               |
|--------------------|-------------------|---------------|---------------|
| 1) A. in addition  | B. in other words | C. in a word  | D. in summary |
| 2) A. sounds       | B. gestures       | C. signs      | D. movements  |
| 3) A. such that    | B. as that        | C. so that    | D. in that    |
| 4) A. in           | B. with           | C. of         | D. upon       |
| 5) A. spelt        | B. combined       | C. written    | D. copied     |
| 6) A. written down | B. handed down    | C. remembered | D. observed   |



- |                       |                    |                   |                    |
|-----------------------|--------------------|-------------------|--------------------|
| 7) A. and             | B. yet             | C. also           | D. or              |
| 8) A. functions       | B. associations    | C. roles          | D. links           |
| 9) A. filled          | B. full            | C. live           | D. active          |
| 10) A. but            | B. or              | C. yet            | D. and             |
| 11) A. reappear       | B. recall          | C. remember       | D. recollect       |
| 12) A. read and think | B. read and recall | C. read and learn | D. read and recite |
| 13) A. raises         | B. increases       | C. improves       | D. emerges         |
| 14) A. intensively    | B. extensively     | C. broadly        | D. powerfully      |
| 15) A. charming       | B. academic        | C. conventional   | D. common          |
| 16) A. written        | B. spoken          | C. literary       | D. dramatic        |
| 17) A. signs          | B. words           | C. style          | D. sound           |
| 18) A. in             | B. on              | C. over           | D. by              |
| 19) A. move           | B. engage          | C. make           | D. force           |
| 20) A. transform      | B. change          | C. make           | D. convert         |

### Section B

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions. Do not preview.

### Text B

#### Conversational Ball Games

After I was married and had lived in Japan for a while, my Japanese gradually improved and I could take part in simple conversations with my husband and his friends and family. I began to notice that often, when I joined in, the others would look surprised, and the conversational topic would come to a halt. After this happened several times, it became clear to me that I was doing something wrong. But for a long time, I didn't know what it was.

Finally, after listening carefully to many Japanese conversations, I discovered what my problem was. Even though I was speaking Japanese, I was handling the conversation in a Western way.