

大学英语系列教材  
College English Series

# ENGLISH 大学英语 阅读进阶

COLLEGE

ENGLISH

3

*Progressive Extensive Reading*

总主编 朱万忠  
主 编 黄 萍  
主 审 徐铁城



重庆大学出版社

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## 内 容 提 要

《大学英语阅读进阶》是“大学英语系列教材”之一,旨在逐步扩大大学生阅读量和词汇量,提高学生阅读技能,并帮助学生通过阅读获取知识、开拓视野。

本书为第3册,难度相当于大学英语3级。全书共12个单元,每单元围绕一个主题选取4篇文章。每篇文章长度适中。第一篇文章作为限时阅读,并设快速阅读练习,主要帮助学生提高阅读速度;其余3篇文章后均设阅读理解练习和词汇扩展练习,旨在帮助学生提高理解能力,并通过阅读扩大词汇量。每4个单元后设计1套阅读自测练习,题型与大学英语四级考试题型相同,旨在让学生自我检查,并熟悉四级考试题型及命题特点。全书语言规范,材料新颖,每单元的主题均是当前学生感兴趣的话题。

本书可作为泛读教材供教师课堂使用,也可作为课外读物供具有相应英语水平的学生和英语爱好者自学。

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# 前 言

《大学英语系列教材》是以教育部颁布的《大学英语教学大纲(修订本)》为依据,根据重庆地区大学英语教学实际情况和学生英语水平编写的。在组织编写前,我们先后对重庆地区300多名学生和100多名教师进行了问卷调查,充分了解了大学英语教与学的实际情况和师生的真正需求。基于调查结果和教学大纲对大学英语教学的基本要求,我们确定了书目,并为每一本书制定了详细的编写计划和方案。在编写过程中,我们不断地将所编写的部分用于教学实践,并不断对其进行修正。参加系列教材编写的人员均为重庆市有着丰富大学英语教学经验和教材编写经验、熟谙教学法与语言习得理论、科研成果突出的教师。可以说,这套教材凝聚了重庆市大学英语教师多年的教学经验、心得体会和理论成果。

本系列教材具有以下特点:

1. 在编写中充分考虑重庆地区学生英语学习的特点,即语言基础知识较扎实,但听、说、读、写、译等综合运用能力,尤其是听说能力普遍较差。无论从教材选材、难易度还是内容体系上,我们都从重庆地区学生的实际出发,认真筛选,精心设计。

2. 本系列教材既注重教师课堂使用,又注重学生课外自学,将课堂内外很好地结合起来。首先,它便于教师课堂操作。如系列教材中的《大学英语课堂限时阅读》、《大学英语 CET-4 考前冲刺》装订形式灵活,可以拆卸,教师可以在每次安排课堂限时阅读或综合训练时,随堂将课文和练习发给学生。其次,它便于学生课外自学。系列教材中的《大学英语课堂限时阅读》、《大学英语阅读进阶》、《大学英语自主听力》等分册每单元的材料除了足够教师课堂使用以外,还留有大量的阅读、听力等练习供学生课外操练。

3. 本系列教材以培养学生扎实的语言技能、提高学生全面应用能力为主要目标,同时兼顾提高其四、六级考试应试能力。本系列教材注意吸收我国长期在大学英语教学和教材编写中积累的经验,同时采纳国外先进的教学理论和方法,保证了教材编写的科学性和合理性,以利于学生扎实、有效地从各个方面提高英语应用能力。同时,我们在编写系列教材的练习时,有意识地将题型向全国大学英语四、六级考试靠拢,以增强学生的应试能力,并在某些分册中对应试技巧给予适当的讲解。这当然不是提倡应试教育,而是以素质教育为基础,对学生进行应试方面的指导。更何况,全国大学英语四、六级考试是英语运用能力的考试,引导学生向其靠拢,反过来会促进学生语言能力的提高。

本系列教材包括以下分册:

《大学英语阅读进阶》:共6册,难度分别相当于大学英语1~6级,适合非英语专业1~3年级学生使用。它类似于传统的泛读教材,但又有所突破。每分册提供大量的阅读材料,并在

每单元安排快速阅读练习、阅读技能、词汇等的综合练习。每分册均编写了三套阅读自测题,作为学生阶段测试。本教材既可供课堂泛读教学用,又可供学生课外自学。

**《大学英语课堂限时阅读》**:共4册,难度分别相当于大学英语1~4级,系快速阅读教材。每册15单元,每单元3篇文章,每篇文章均配有理解练习,并附有字数和建议阅读时间。装订形式灵活,可拆卸。教师既可在课堂上安排限时练习,又可在课外自行规定时间练习。

**《大学英语自主听力》**:共4册,难度分别相当于大学英语1~4级。1~2册每个单元既有基础的辨音练习,又有会话、短文听力,还有幽默故事、电影对白等趣味听力。3~4册按照四级听力考试的题型对学生进行大量的听力训练。它可作教材用,也可供课外自学。本书配有录音磁带。

**《大学英语写作教程》**:本书从学生习作常见的错误出发,安排技巧讲解,设计有的放矢的练习。内容有:对写作技巧的循序渐进的指导,对学生习作中典型错误的评点,对优秀范文的赏析,以及一些旨在提高学生兴趣的、为学生提供语言素材的锦言妙语、幽默故事和谜语等。同时还对大学英语应试写作和英语应用文写作进行有效的指导。

**《大学英语 CET-4 考前冲刺》**:本书作者具有多年的大学英语四级考试辅导经验及四级考试强化教材编写经验。他们在认真研究历年四级考试命题特点的基础上,严格按照考纲规定的题型编写了本书。全书含10套全真模拟试题,并附答案与注解。注解部分简洁、明了,对考生有实实在在的帮助。本书配有听力部分的录音磁带。

**《大学英语词汇进阶记忆与自测》**:本书以现行主干教材为基础,将教材中出现的词汇分1、2、3、4级排列,并列岀词义;然后从每级中选取核心词汇编撰自测练习。它简明扼要,有助于学生通过练习记忆单词。

本系列教材由重庆大学、西南师范大学、西南农业大学、重庆医科大学、第三军医大学、中国人民解放军后勤工程学院、渝州大学、重庆邮电学院、重庆交通学院、重庆工商大学、重庆通信学院等长期从事大学英语教学的骨干教师编写。编写过程中,我们得到了国家级专家,全国大学英语四、六级考试委员会委员韩其顺教授,以及重庆市各高校英语界领导、同仁的悉心指导和热情支持,在此向他们表示衷心的感谢!

**《大学英语系列教材》**

编写组

2002年7月



## 编者的话

《大学英语阅读进阶》依据《大学英语教学大纲(修订本)》编写,供大学英语基础阶段的教学使用。《大学英语阅读进阶》的1~4册适用于大学英语的基本要求,5~6册适用于大学英语的较高要求。本系列教材也是“新世纪高等教育教学改革工程”项目“大学英语教学方法和模式的探索与研究”(教高[2000]14号)课题的成果。

在该系列教材编写之前,我们对学生作了广泛的调查,学生普遍反映现有的一些教材中的阅读文章偏长,他们难于长时间地集中精力读下去;课文后的练习过多,无时间去完成,结果是做练习的时间多于阅读的时间;教材缺乏趣味性,版式陈旧,也缺少启发性的内容,等等。我们在综合了学生的反馈意见和参阅了国内外的一些阅读课本之后,决定该系列教材要更新教学理念,以人为本,充分发挥学生的学习自主性和能动性,从“要我读”转变为“我想读”。本系列教材编写的指导思想就是要把快乐(enjoyment)融入到阅读课中,建立一种“快乐阅读”(enjoyable reading)的理念,因为我们坚信这样一条阅读循环规律,即:快乐阅读(enjoys reading)→读得快(reads fast)→读得多(reads more)→理解好(understands better)→快乐阅读(enjoys reading)。要让学生做到“我想读”,其主要因素就是“enjoyment”,因此,该系列教材的编写思路的切入点就在“快乐阅读”这一点上。在此思路的指导下,本系列教材的特点体现在以下几个方面:

1. 采用 topic-based 的原则编写各单元。每单元的话题均为学生所熟悉的内容,以便学生能充分运用他们的原有知识,更好地理解所读文章。

2. 所选材料均为地道的“原汁原味”,语言规范。选择的课文多为近期出版和发表的英文原版,有很强的时代感。课文的难易度和长度基本上成阶梯状上升。

3. 重视学生跨文化意识的培养。每一分册均安排有介绍不同文化的单元,使语言材料与文化内容融为一体。

4. 注重启发式的教学。每单元的第一页均配有与文章相关的图片和若干问题,供学生阅读前思考,并诱导学生阅读的积极性。

5. 学与考相结合。除了每一分册均编排了三个单元的自测(Test Yourself)以外,各单元也设计了一定量的类似四、六级考试题型的训练,以满足学生对参加考试的需要,做到既培养学生应用语言的能力,又训练了学生的应试能力。

6. 所选文章的长度适中,编写的练习少而精,有利于学生在单元时间里完成,

也易于课堂教学的操作。

7. 该系列教材图文并茂,版式别具一格。插图的运用为学生学习语言提供了较为真实的情景,让学生有身入其景之感,从而更有效地培养他们运用语言的能力。

本系列教材的编写得到了许多同仁和专家关心和悉心指导;重庆大学出版社的领导和外语编辑室的编辑们为该系列教材的版式设计、图片选配以及最终的出版等方面均倾注了大量的心血,我们借此机会向他们表示感谢。由于编者水平有限,难免存在不足之处,甚至有错误的地方,恳请使用本教材的广大教师和学生不吝指正。

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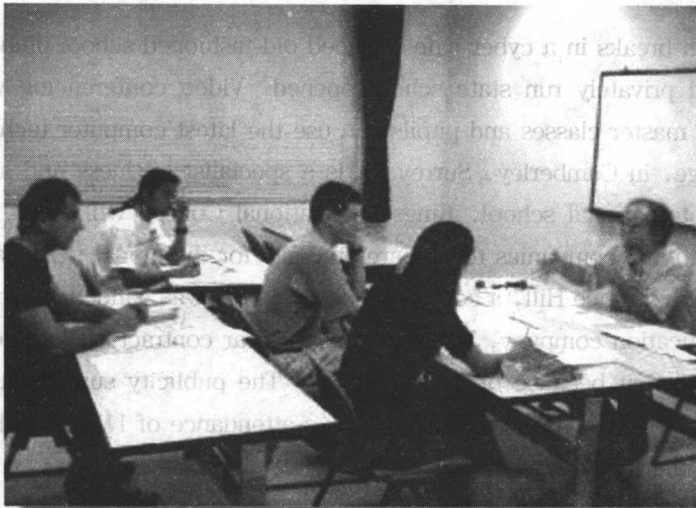
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# Unit 1

## Education



### Preparing to Read

**Think about the answers to the questions below :**

1. Why do people choose to receive higher education?
2. Do you think that test is the only way to check what you have learned?  
Why or why not?
3. Are intelligent children more likely to be successful in their later life?
4. How many kinds of schools do you know? What are they?

**Part One****Timed Reading**

*Read as quickly as you can. Record the time when you both start and finish reading the passage. Then do the exercise that follows.*

*Suggested time : 3' 18"*

*Starting time : \_\_\_\_\_*

[1] Brunch breaks in a cyber-café replaced old-fashioned school dinners yesterday when Britain's second privately run state school opened. Video conferencing will allow the best teachers to offer master classes and pupils can use the latest computer technology at Kings International College, in Camberley, Surrey. It is a specialist business and arts college and the first combined international school. Kings International College will teach business skills and link with multinational companies to prepare students for the global workplace.

[2] Formerly France Hill, a comprehensive school, was handed over to 3Es Enterprises, a commercial education company, last year on a 10-year contract. It had been unpopular with parents and had deficit because of its falling roll. The publicity surrounding its relaunch has changed parental views — this week the school's attendance of 11-year-olds was up to its capacity of 210 for the first time in 10 years.

[3] The company must meet targets for pupil attendance and exam performance, including ensuring 75 per cent of the 11-year-olds who started at the school yesterday achieve five good GCSE passes in 2006. The school's shabby 1960s buildings have also been redecorated. The first phase, which cost the council £ 1.3m, has given Kings International a cyber-café with Internet access, business suite and futuristic learning center. The school's new front entrance and reception area would look more like at home in a hotel or conference center than in a school.

[4] Ann Cockerham, the school's new principal, said: "What's particularly refreshing for me is being able to bring about such radical change almost overnight." Kay Hammond, a Conservative councilor and Surrey's executive member for young people, said: "We believe it will be a blueprint for schools of the future."

(278 words)

*Finishing time : \_\_\_\_\_*

*Time spent : \_\_\_\_\_*

Reading speed : \_\_\_\_\_ (WPM)

**Note:**

GCSE: In Britain, there are two levels of examination at present: the General Certificate of Secondary Education (G.C.S.E. E.) taken between ages 15 and 16 and Advanced Level Examinations (G.C.E. "A" level) taken between ages 17 and 19. At the age of 13 pupils begin preparing for the G.C.S.E. in eight or nine subjects such as English, French, mathematics and history. Then pupils may, if they wish, choose two or three subjects out of the eight or nine for a two-year course leading to the "A" level examinations. With eight good grades in the G.C.S.E. and three G.C.E. "A" level passes, students will stand a very good chance of being accepted by universities.



**Exercise**

Decide whether the following statements are true or false. Write T (true) or F (false) on the lines provided.

1. \_\_\_\_\_ Kings International College is the second combined international school.
2. \_\_\_\_\_ France Hill, the predecessor of Kings International College, went broke because the parents would not enroll their children in it.
3. \_\_\_\_\_ One of the features of Kings International College is that the students can receive lectures through computer.
4. \_\_\_\_\_ The school's old building was protected to remind the faculty of the good old days.
5. \_\_\_\_\_ Great changes had happened to the school during a short period.

Results : \_\_\_\_\_

**Part Two**



**Reading Comprehension  
and Vocabulary Development**

Read the following selections and then do the exercises below.



**Text 1**

**Higher Education**

[1] A university degree is the best investment you can make in your personal develop-



ment and job prospects. It is no longer a free ride — tuition fees are currently £ 1,075 a year and you can expect to have to find £ 5,000 a year to cover your living costs if you are living away from home. In Scotland you won't pay tuition fees but you will pay a graduate tax of £ 2,000 when you start earning.

[2] It is true that the average graduate debt is £ 12,000, but set against the salaries that graduates can expect to earn throughout their working lives the debt doesn't sound so big. Once established in their careers, graduates can expect to earn 76 percent more than people who left school and went straight into a job.

[3] There are those who through sheer hard work and personality do well in their chosen careers in the first few years only to hit a block on further promotion because they are not graduates. They are then faced with studying part time to get that degree, which takes a very high level of commitment. It is hard enough if they are still single, but if they have settled down and have children, it's even harder to balance with a job and a part-time degree. People do, but it is a lot easier when you leave school and have no major commitments.

[4] For most of us, a degree is a quick way of saying this person has spent three or four years studying a subject in depth and has been examined successfully on it. Determination, motivation, application, organizational and analytical skills, time management and team working have all hopefully been learnt along with superior communication skills.

[5] Even if careers and money were not of much interest to you, the opportunity of being exposed to new ideas would be a pity to miss. You may still hold the same views on everything when you leave university, but at least you will have heard other people's ideas and tested your own against them — and seen different lifestyles.

[6] The experience can also play a key role in helping you decide what you want to do. How many of you really know what job you want to do? Some of you will have a very clear vocational route planned, but most tend to follow the routes suggested by careers officers or parents or teachers based on the aptitudes they show at school. But these are the aptitudes of people following a core curriculum. Who knows what you might discover about and within yourself at university?

(467 words)





## Understanding Ideas



### Exercise

Decide whether the following statements are true or false. Write T (true) or F (false) on the lines provided.

1. \_\_\_\_ It is suggested that in British, university students did not have to pay much on their tuition in the past.
2. \_\_\_\_ If a graduate takes into account the salary that he will earn in the future, the tuition for higher education is no longer big.
3. \_\_\_\_ It is the best occasion for you to study further for a Master Degree when you have families.
4. \_\_\_\_ If you are not interested in careers and money, it is not necessary for you to enroll in a university.
5. \_\_\_\_ Receiving higher education will help you to decide on which career to choose in the future.

## Vocabulary Development



### Exercise 1

Translate the following phrases into English.

Chinese Phrases

English Phrases

1. 个人发展 \_\_\_\_\_

2. 进一步升迁 \_\_\_\_\_

3. 组织和分析技巧 \_\_\_\_\_

4. 沟通技能 \_\_\_\_\_

5. 不同的生活方式 \_\_\_\_\_



### Exercise 2

Fill in each of the numbered blanks with the suitable word or phrase from the text, changing the form where necessary.

Accepting high education is no longer a 1. Every student has to pay more or less tuition fees. But it is still a good choice to go to college. Though some people do well in their work in the first few years, they hit a 2 on their way to further promotion. A degree is a quick way to prove that

this person has adequate ability in an area and it provides a(n) 3 to be 4 to new ideas and different lifestyles. Also the experience will help one decide what to choose as his future 5.



## Text 2

### Children with High Intelligence

[1] Children who are labeled as gifted by their ambitious parents are more likely to grow into unhappy adults than equally bright pupils who are not singled out, a study over 27 years has concluded. Many gifted children who were fast-tracked through the exam system were not allowed to develop “in a balanced way” and some endured “real suffering” while growing up, professor Joan Freeman of Middlesex University found.

[2] The study began in 1974. Professor Freeman selected 70 children aged between 5 and 14 whose parents had joined the National Association for Gifted Children. Each child was matched with two pupils who were in the same class at school and were the same age, sex and came from similar families. One had the same IQ as the gifted child, while the other was selected at random. The children were re-interviewed in 1984 and again this year.

[3] When re-interviewed earlier this year, many so-called “gifted” adults, now in their early 30s, said their greatest regret was that their parents had ever labeled them child prodigies (奇才). The experience had a lasting impact on their social skills and career choices. Boys tended to choose scientific or computing careers that required little social contact, while gifted girls were more likely than their equally able classmates to give up their careers and devote themselves to their children.

[4] “Gifted” children were less likely to fit in at school and had fewer friends. They were more likely to suffer from “nervous” problems such as insomnia and poor co-ordination... But while parents believed their offspring’s problems were due to their talents, professor Freeman found this was not the case. The children with identical IQs had few difficulties fitting in. She found that children labeled as gifted tended to have “unusual family circumstances” and that their parents were more likely to have separated or moved house often. For any children emotional problems could follow from such circumstance, but for them “the gifted”, their difficulties were often mistaken for the anticipated “symptoms” of “giftedness”. The idea that the gifted were bound to be “odd” was common among parents.

[5] Professor Freeman also found that the parents of gifted children were different from