

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

泛读教程

Reading Course

学生用书

第2版

王守仁 高虹 / 编



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总序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养

具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识的三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，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，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，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。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长

前言

泛读是英语专业基础阶段一门重要课程，旨在帮助学生通过大量阅读来提高英语水平，扩大知识面。为满足我国高校英语专业泛读课教学需要，我们编写了《泛读教程》。

《泛读教程》的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言素材题材广泛，内容呈百科知识性，涉及英语国家的社会、历史、文化、文学、艺术、宗教、政治、经济、科技、体育、环境保护、风土人情等各个领域。同时，语言素材的文体呈多样性，精选记叙、说明、议论、新闻、广告、小说、诗歌、戏剧等语言风格不同的各类语篇。就“读”而言，《泛读教程》提供全面系统的阅读训练，指导学生掌握细读、略读、寻读等方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。学生学了这套教材，可以提高英语的阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识。

《泛读教程》全套四册。每册十五单元，按阅读方法编为三到四组。每一单元分三个部分，结构如下：

第一部分(Section A)是为课堂教学设计的，一般不要求学生预习。

词汇测试(Word Pretest)所列单词选自第一部分的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

课文(Text)根据难易程度，由浅入深编排。课文长度从第一册的800词左右逐渐增加到第四册的1 300词左右。

阅读方法(Reading Skill)循序渐进地系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，增加了阅读理解(Reading Comprehension)练习，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。

阅读方法属单项技能强化训练,即同一种阅读技能要连续在几个单元内反复操练,以使
学生能真正掌握,运用自如。

词汇练习(Vocabulary Building)在四册书中各有侧重,第一册系统介绍常见构词
法,第二册除构词法外,还有语义辨认、动词搭配、同义词及反义词等方面的练习,
第三、第四册进行词形变化训练,第四册增加了习语、类比推理及词汇综合练习等内
容。补充词汇(Glossary)增列与题材相关的单词,旨在帮助学生扩大词汇量。完形填空
(Cloze)重点测验学生阅读理解能力,培养学生语感。

第二部分(Section B)有四至五篇相关题材的短文,主要用于快速阅读训练,学生不得
预习。阅读必须在规定时间内完成,但教师可根据学生的情况对阅读时间进行适当调整。

第三部分(Section C)所选课文(Text)长度超过第一部分的课文,从第一册的1 000词
左右逐渐增加到第四册的1 500词以上,内容是对相关题材的深化或补充,供学生课外阅
读,教师在课堂上进行检查,也可结合第一部分的课文作适当讲解。

每个单元的最后有若干阅读理解题和两或三道思考题,可供学生用作讨论或写作话
题。

《泛读教程》的前身是1996年出版的《新编英语泛读教程》,为全国多所高等学校
所选用。在此基础上我们于2005年改编为《泛读教程》,入选普通高等教育“十五”国
家级规划教材。此次修订我们保持了原教材的基本框架,但替换了部分课文,并重新编
排了相应的练习。我们希望《泛读教程》能适应新形势对英语专业人才培养的要求,贴
近学生生活实际,体现时代性。

《泛读教程》于2012年11月入选第一批“十二五”普通高等教育本科国家级规划教
材,评审专家对我们的工作给予了充分肯定。在教材编写过程中,我们得到了上海外语
教育出版社庄智象社长的关心和指导,高等教育事业部谢宇主任、责任编辑许高提出了
很好的建议和意见,在此一并致谢。

王守仁

2014年1月于南京大学

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Reading Skill:

Finding the Main Idea

In Reading Course 1 you have already learned to distinguish between the topic and the main idea in a reading passage. The topic is the subject the passage is about. The main idea is the writer's opinion, judgment, or idea about the topic. It is the controlling idea that the writer wishes to prove or explain. The details are the proof or explanation that supports this general concept.

The main idea is a generalization, whereas the supporting details are more specific. Being able to tell the main idea from the specific details is another essential skill to aid comprehension. Read the following paragraph, looking for the idea that is the most general.

Aunt Stella never forgets to send a card on the birthdays of her friends. She remembers anniversaries and graduations better than anyone else in the community. If she says she'll lend you a book or send you an article she saw in the newspaper, she always comes through. And somehow she manages to keep straight not just the names of her fifteen nieces and nephews, seven brothers and sisters, and their thirty-five children, but she also remembers such things as who loves the color blue and who hates pink and who loves roller-skating and who dislikes trips to the beach.

Let's check your comprehension. All the sentences have something to do with Aunt Stella's memory, so that is the topic. What specifics do you learn about her memory? She remembers a) birthdays of friends, b) anniversaries and graduations, c) promises, and d) names and interests of family members. Now, judging from the details listed here, what general statement can you make about Aunt Stella's memory? *Main idea:* Aunt Stella has an exceptionally good memory. If you wrote a sentence similar to this one, you have got the main idea of the paragraph. It is quite clear that the details are an expansion of the main idea, that is, in turn, an expansion of the topic.

Usually the main idea is directly stated by the writer in one or more sentences within a reading passage. The sentence that states this main idea is called the topic sentence. The location of the topic sentence is not fixed; it may appear in the beginning, the middle or the end of the passage. Sometimes the passage lacks the topic sentence. In this case, the reader is required to work out the general idea by himself.



Generation

Section A

Directions: You are expected to study this section in class. Do not preview.

Word Pretest

For each *italicized* word or expression, choose the best meaning below.

- 1 The movement of the train *lulled* me to sleep.
 A forced B caused C stopped
- 2 He has been my *associate* in several business enterprises.
 A partner B friend C contact person
- 3 We *suspected* that he was the murderer even before we were told.
 A doubted
 B believed to be likely
 C believed to be unlikely
- 4 My eyes became *accustomed* to the dim lighting.
 A tired of B hurt by C used to
- 5 The government is planning to *extend* the railway to the next town.
 A make it shorter B make it longer C make it wider
- 6 Their sympathy was *well-meaning* but ineffective.
 A well-spoken B well-thought C well-intentioned
- 7 That young man is always ready to pay *compliments* to a pretty young lady.
 A expressions of praise and admiration
 B expressions of dislike and hatred
 C expressions of love and affection
- 8 The result of the first experiment is very *promising*.
 A successful B meaningful C hopeful

The Law vs. the Piano

My father was a lawyer with no sons, so he decided that his older daughter, Susie, would follow his career and take over his business when he died. When Susie was in kindergarten, he began to work on her: "Susie," he would say, "you will never have to worry about a thing, for I have paved all the roads for you. I have done all the dirty work in establishing a good business in law, and all you will have to do is take it over."

By the time Susie could read and write, my father read law books to her at bedtime. The dull passages lulled her to sleep, but some of the legal terms became fixed in her mind. He enjoyed having her show off to visitors in his office and his business associates were amazed at her recitations of difficult passages.

Susie's brainwashing continued through her high school years, and when she finished high school, she obediently followed my father to the university where he guided her into the first-semester courses needed to enter Law School.

Everything went smoothly for a while, and no one in the family was aware of the slow change that came over Susie, although she did seem to show poor understanding of law sometimes.

One day, Susie announced that she would like to take piano lessons. Dad, a supporter of all forms of education, did not oppose her wishes. He just reminded her that one lesson a week would be enough considering the heavy schedule she kept at the university. Susie seemed pleased and did not argue.

A piano teacher was chosen, an old, semi-retired lady, who came every Friday afternoon for 45 minutes. We all suspected that Dad agreed to that hour because the piano would be heard in his office next door at an hour when few clients would be present. Soon we became accustomed to the do-re-mi's—up and down the scale, down and up the scale. The added noise was not disturbing at the beginning because Susie practiced only half an hour each day, but gradually the practicing increased. Slowly but surely it began to interrupt the conversations between Dad and his clients next door when Susie gradually extended her practicing to several hours per day.

Finally my father realized that as the piano playing had increased, the study of Law had decreased. The following excitement threw the Law Office and the entire family into disorder. Such scenes were seen now and then: "Susie," my father would shout, "good lawyers make good money and enjoy the secure future I have set up for you." Weeping wildly,

Susie would respond, "But I like piano. I want to be a concert pianist." My mother made many useless attempts to make peace between them, but the battle continued. "Su-u-u-san," my father would shout slowly but forcefully, "Law—will—give—you—a—secure—and—profitable—future. Be—practical. Be—reasonable." But Susie was happy only when she was absorbed in music and was utterly miserable among her law books. She continued to respond simply, "I do not like law; I *like* to play the piano." In the end, my father would thunder like an echoing drum: "Reason. That's what you should use. REASON," and end the argument by slamming the door as he went back to his office.

Many tears later—with my seventy-year-old grandmother's help—there was a compromise. Susie agreed to continue in Law School until she could complete her Law Certificate, which involved three years. She would, however, continue to take piano lessons and to practice as often as her energy and that of the listeners at home would permit.

Susie stuck to her part of the compromise, and she was twenty-two years old when she completed requirements for the degree in Law. My father was so proud that he organized a champagne party and invited all his friends. He was ready to stand by Susie's side, to greet well-meaning friends and relatives, and to receive the traditional compliments as he shook hands with those who sang praises to his wisdom in guiding his daughter toward a promising career in Law.

But Susie became quite ill and began vomiting before the guests arrived. Mother's medicine did not help. Grandmother's prayers did not help. Even Susie could not help, no matter how much she wanted to, for in her heart she knew she was not going to fulfill her father's dream: She intended to become a concert pianist.

And she did just that. Years later, after Susie became a concert pianist of some fame and a visiting lecturer at one of the best universities on the East Coast, Father was almost as proud of her as he would have been to see her a lawyer. But he never did admit that Susie is a reasonable woman.

The text is based on Technique: Studies in Composition by Elizabeth K. Martin and Jeriel Howard. San Francisco: Canfield Press, 1977.

Total words: 815

Total reading time:
_____ min. _____ sec.

Reading Skill

Finding the Main Idea

Read the following passage carefully and answer the questions below.

Finally my father realized that as the piano playing had increased, the study of Law had decreased. The following excitement threw the Law Office and the entire family into disorder. Such scenes were seen now and then: "Susie," my father would shout, "good lawyers make good money and enjoy the secure future I have set up for you." Weeping wildly, Susie would respond, "But I *like* piano. I want to be a concert pianist." My mother made many useless attempts to make peace between them, but the battle continued. "Su-u-u-san," my father would shout slowly but forcefully, "Law—will—give—you—a—secure—and—profitable—future. Be—practical. Be—reasonable." But Susie was happy only when she was absorbed in music and was utterly miserable among her law books. She continued to respond simply, "I do not like law; I like to play the piano." In the end, my father would thunder like an echoing drum: "Reason. That's what you should use. REASON," and end the argument by slamming the door as he went back to his office.

- 1 What is the topic or subject being discussed?
- 2 In your own words, what is the writer's main idea about this topic?
- 3 What are the specific details that support the main idea?

Reading Comprehension

Circle the letter of the best answer.

- 1 My father wanted Susie to follow his career because _____.
 - A he was afraid he was dying
 - B Susie liked law
 - C he disliked music
 - D he had no son and Susie was his older daughter
- 2 Susie's reaction to father's decision was that _____.
 - A she could not understand law at all
 - B she disobeyed father from the very beginning
 - C she obeyed father at first but gradually changed her interest to music
 - D she hated law from the very beginning
- 3 When Susie announced that she would like to take piano lessons, Dad _____.
 - A was angry and refused immediately
 - B was pleased and supported her completely
 - C agreed but suggested that she take one lesson a week
 - D did not care and said nothing at all

- 4 To Dad's suggestion concerning how many lessons she was to take per week, Susie _____.
- A was pleased and did not argue
B was dissatisfied and argued for more lessons
C agreed in front of Dad but was thinking of taking more lessons without telling Dad
D cried and went to mother for help
- 5 Dad agreed to the afternoon lesson because that was the time when _____.
- A he was at home so that he could know how Susie was doing
B he had fewer clients so that Susie's piano lesson would bother them the least
C he was free and could enjoy listening to Susie playing the piano
D he was good-tempered and could endure Susie's practicing
- 6 As a result of the constant arguments between Dad and Susie, _____.
- A Dad allowed Susie to drop law study to continue her piano lessons
B Dad ordered Susie to give up piano lessons to continue law study
C Susie could continue her piano lessons while continue law study until she could get a certificate
D Susie refused to study law any longer and stuck to her piano lessons
- 7 When Susie finally became a successful concert pianist, Dad _____.
- A continued to think she was an unreasonable woman even though he was proud of her
B admitted that she had finally become a reasonable woman and was proud of her
C continued to think she was an unreasonable woman and was not proud of her at all
D admitted that she had become a reasonable woman but was not proud of her
- 8 The writer of the article seems to agree with _____.
- A Dad rather than Susie
B Susie rather than Dad
C both Dad and Susie
D neither Dad nor Susie

Vocabulary Building

① Word Search

Find a word in Text I of Section A or Text II of Section C which means:

- 1 cause (someone) to change their beliefs or ideas (Text I: Line 12)
- 2 doing what one is ordered to do (Text I: Line 13)
- 3 a person who pays for professional services from a lawyer or a bank (Text I: Line 27)
- 4 completely (Text I: Line 44)
- 5 old, torn clothes (Text II: Line 27)
- 6 a stupid person (Text II: Line 103)
- 7 a person who is in charge of a group of workers (Text II: Line 159)
- 8 needing a lot of attention and effort (Text II: Line 161)
- 9 official charges or payments (Text II: Line 197)
- 10 serious, without humor or lightness (Text II: Line 205)