



21世纪普通高等教育规划教材
中国劳动关系学院精品系列教材

精阶篇

高阶篇

提高篇

进阶篇

基础篇

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大学英语 拓展阅读教程

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大学英语拓展阅读教程

(基础篇)

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内 容 提 要

本教程旨在通过教师课上指导、学生课下自主学习的方式拓宽学生视野、培养他们的终生学习能力。全教程由基础篇、进阶篇、提高篇、高阶篇和精阶篇五册组成,每册十个单元。每单元设计一个主题的形式,单元中各模块的设计符合学生的阅读规律,如阅读知识面拓展、技巧训练、能力培养、实战演练和兴趣开发。练习题型的设计主要是帮助学生阅读过程中猜测生词词义、预测文章内容,运用“相互关联”(Interactive)阅读模式,将“用法”(Usage)与“运用”(Use)有机地结合。同时,为适应 CET 4/6 考试要求,增加了快速阅读和细读(In-depth reading)真题训练,达到“学”以致“用”的目的。

本教程适用于本、专科学生,也可作为英语学习爱好者的案头读物。

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序

中国劳动关系学院的董连忠老师送来他和董丽娜主任合作编写的《大学英语拓展阅读教程》书稿,请我写几句话。我很高兴有机会浏览这套新编的英语泛读教材。我学习和教授英语快有40年了。我做学生的时候,特别喜欢阅读课外书,1979年,系主任分配我教泛读课。当时最大的问题就是没有教材。我记得,我从图书馆筛选内容有趣、语言难度与学生英语水平相当的英语图书作为课外读物提供给学生,让大家课后阅读,读完后,分小组交流,或写读书报告。另外,我还挑选一些英语短文,编制一些问答题或选择题,作为课堂快速阅读的材料,每次上课前,发给大家,根据文章长度,限定阅读时间,等学生读完后,核对阅读练习题。虽然很忙碌,但是当时泛读教学的这种经历给我留下很多美好的回忆,我也对英语阅读产生了浓厚的兴趣。后来,我参加了英语泛读教材和英语快速阅读教材的编写工作,我认为大量阅读是中国学生在国内学好英语的重要途径之一。我赞成以大量阅读为基础,综合提高学生听说读写技能的主张。我也愿就此机会,谈谈我对英语阅读的体会:

1. 阅读是一种综合技能

怎样才能提高自己的阅读能力,仅仅靠阅读或多读是不够的。我的体会是:①要扩大自己的词汇量,阅读能力的高低和词汇量的大小是分不开的,不少学生阅读困难是因为他们的英语词汇量偏少。要采用构词记忆、联想记忆、大量阅读记忆,以及通过上下文记忆等方法,不断扩大自己的词汇量;②要善于整合和利用自己的语法知识,理清阅读材料中令人费解的长句、难句,以及与我们母语思维差异较大的英语句式;③要读得快,读得懂,还要有丰富的背景知识和生活知识,要不断丰富和拓宽自己的知识面;④要善于把握和判断所读材料的语篇类型、语篇结构和文体风格。

2. 培养阅读能力要注重发展阅读策略

多年的阅读经历使我体会到,要能读得好,须要读得巧。我的体会是:①阅读是一种技能,要多实践、勤体验。每天阅读30分钟优于平时不经常读而周末读上几小时的做法;②要熟悉快读、精读、寻读和略读的技能,培养自己根据需要,采取适当阅读策略的能力;③要发展自己的推测生词词义的能力(Inference skill, to know words you don't know based on words you know)。在实际阅读过程中,我们会遇到生词,即使学过的单词,有时也要根据不同的语境,确定单词的意思。所以要培养自己能根据上下文或文中其他词汇的信息推测生词意思的能力,要善于根据上下文线索和构词法等知识进行推测。④培养阅读能力不是一朝一夕就能完成的任务,需要时间和耐心,要持之以恒。

3. 阅读能力要与其他语言学习技能协调发展

整体语言教学理论强调语言是一个整体。语言教学要从整体着手。整体语言教学不是一种简单的语言教学方法,而是涉及语言、语言学习、语言教学、教学内容及学习环境的理念。我个人的体会是:读完一篇文章或材料,如果能够有所思考,写写体会或感想,或提出问题,或做一点练习,或与人交流讨论,都能有效提高阅读的能力和效率。

4. 通过阅读学习语言,很重要的一个因素是选择合适的阅读材料

合适的阅读材料一是要难易适度。材料过难,读不懂大意,容易失去阅读信心,从而影响对英语阅读的兴趣;材料过于简单,没有阅读激情,觉得学不到东西,容易失去阅读兴趣,从而影响英语阅读能力的提高。二是要内容有趣,要尽量为学生提供与他们兴趣、生活、年龄和心理联系密切的阅读材料。

我简要归纳了自己在英语阅读教学方面的体会,以及英语泛读在英语学习中的重要性。从这个角度来看这套《大学英语拓展阅读教程》,我们就会发现,它有几个鲜明的特色:

(1)《大学英语拓展阅读教程》注重拓宽学生的文化视野和知识范围,整套教材题材广泛、内容丰富,涉及科技、文化、经济、体育、跨文化交际,以及与青年大学生兴趣和生活关系密切,大学生喜闻乐见的话题,这既有助于提高阅读兴趣,又能丰富和拓宽学生的知识面,进而提高阅读能力。特别值得一提的是,本套教程还专门设计和收入了有关中国文化的素材,为学生在跨文化交流中用英语介绍和表达自己的文化提供了语言支持,有助于提高其跨文化交际的能力。

(2)《大学英语拓展阅读教程》注重培养学生的阅读策略。每个单元设置了专门的“阅读策略实践”。为学生提供了经常性的、与单元内容有关的、真实的英语阅读策略实践和指导。

(3)《大学英语拓展阅读教程》体例设计新颖、活泼。每章开始,都有章节起始页,醒目的标题、活泼的图片、简洁的说明和本章篇目标题,给人为之一新的感觉。阅读材料后面的注释、练习和部分译文,为阅读提供了方便的帮助。每篇文章后面,都提供了问答题、选择题、填空题等形式的练习,是一套便教利学、目标明确、不可多得的大学英语泛读教程。

我们衷心期望这套英语泛读教程能为国内学生在国内学习英语提供阅读素材,以及发展阅读能力的指导,让我们的学生在英语学习过程中,体验阅读的快乐和成功,并以此为基础,综合提高英语学习的效率和综合运用英语的能力。

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2010年6月30日

Preface

I take it as an honor to be asked to write a preface for this set of *Extensive Reading* textbooks. My first reaction when I went through the five volumes was: Finally, someone is focusing on extensive reading and lifelong learning abilities! For years, I have been frustrated by Chinese teachers' focus on the intensive studying of English as a foreign language in China. Despite all its merits, "intensive reading" textbooks and courses do not push learners beyond the boundaries of a foreign language learner. It is when students are encouraged to use the language being learned, e. g. , for extensive reading or other useful purposes, that we begin to see hope for the students' use of English as a tool after they go out of the classroom and after their formal schooling.

With a wide array of topics that are of interest to Chinese university students, which I believe will help entice learners to the world of reading in English, a key characteristic of this set of textbooks is the express focus on reading strategies, learner autonomy, and lifelong reading skills. I encourage teachers to go further. In addition to the skimming and scanning strategies most prominently featured throughout these volumes, other important reading strategies such as summarizing, inferencing and predicting may well prove to be useful tools as well in the development of students' reading abilities.

I see at least three levels of reading: 1) read and understand, 2) read and remember, and 3) read and integrate. At the first level, a reader is able to decode the text being read and understand what the literal textual meaning is. Beginners of a foreign language will struggle for a long time in order to decode every word and every sentence before arriving at a general level of comprehension. Real reading never stops here. Many times we read for various functional purposes, for example, to read between the lines for the author's real intentions behind the text, to learn more about the content, and to share with each other the joys and sorrows of life. We remember the content as a natural result of reading. This is the second level. The overwhelming majority of readers will reach this level. The best readers, however, will read at level three where they enter into a dialogue with the writer. In other words, ideal readers not only read with understanding and memory, they also integrate what they read into their own knowledge structure, critically analyze the text and see if they agree with the author or how they would write their own message if they were the author. Nobody is born with these reading skills, and all three levels of reading will need to be trained. I hope that teachers who go through the trouble of reading this preface will explore different ways in cultivating their students' reading abilities at all these levels.

Extensive or intensive reading, let's not forget that the ultimate purpose of learning English as a foreign language for non-English majors at the tertiary level in China is to be

able to function independently in their respective future careers not only in Chinese, but also in a language that has become a de facto world language. In other words, we are all engaged in a great enterprise of educating the next generation of Chinese workforce that is globally competitive and future-ready. As such, their English language ability will not and should not stop at Band 4 or Band 6 of CET. Reading extensively, being able to read and learn competently after they graduate from universities, and being able to use English as a tool for international communication and professional development is the target we should all aim for.

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前 言

《大学英语拓展阅读教程》是在充分研究了国内外英语教材编写的原则和特点的基础上,应用最新英语教学理论,吸纳最新英语教学方法、以培养学生阅读策略和自主学习能力为目标而编写的一套理念创新、体系科学、内容实用的阅读教材。其选材既注重科学性、人文性、可读性,又侧重培养学生的阅读技能和综合应用能力,符合我国大学英语教学改革的最新要求及发展趋势。其主要特色如下:

一、选材广泛,内容新颖

本教程立足教学实际、博采众长,突出了语言输入与输出功能的结合。选材以英语国家社会、政治、经济、文化等方面内容为主,同时辅以相应的中国文化元素,让学生在浩瀚的知识海洋中,多方汲取营养。所选文章语言规范,题材多样,贴近生活,可读性强,适合不同专业学生的学习需求。

二、个性鲜明,针对性强

本教程广泛汲取了国内外同类教材的精华,针对非英语专业学生英语水平和教学实际,充分体现了国家教育部有关大学英语教学改革的精神,彰显了英语教学个性化风格。

三、理念先进,题型多样

本教程旨在通过教师课上指导、学生课下自主学习的方式拓宽学生视野、培养他们的终生学习能力。单元中各模块的设计符合学生的阅读规律,如阅读知识面拓展、技巧训练、能力培养、实战演练和兴趣开发。练习题型的设计主要是帮助学生阅读过程中猜测生词词义、预测文章内容,运用“相互关联”(Interactive)阅读模式,将“用法”(Usage)与“运用”(Use)有机地结合。同时,为适应 CET 4/6 考试要求,增加了快速阅读和细读(In-depth reading)真题训练,达到“学”以致“用”的目的。

四、独特设计,实用创新

本教程由五册组成,每册十个单元。采用每单元设计一个主题的形式,在选材及练习设计上秉承循序渐进的原则,将其分为基础篇、进阶篇、提高篇、高阶篇和精阶篇。一切从有利于学生打好语言基础和提高语言应用能力出发,前后按照由浅入深、循序渐进的原则系统而连贯地设计完成。各册互相渗透,形成科学有机的整体。

五、中西相融,学练相长

本教程的创新之处在于中、西文化元素相融,“学”、“练”相长。学生在吸纳西方文化精华的同时,补以母语(中国)文化的“乳汁”,使学生所学知识得以融会贯通、相得益彰,从而提高其文化鉴赏能力和批判阅读能力。

本教程的基础篇、进阶篇、提高篇和高阶篇分别用于两年(四个学期)的大学英语基础教学;精阶篇用于三、四年级备考英语六级和研究生入学英语考试的选修课程。使用过程中,可根据本校学生实际情况灵活掌握。

本教程总主编为董连忠、董丽娜副教授。编写组成员分别为张鑫、宋红辉、王猛、邵帅和董连忠。他们每位担任一册教材的主编,同时负责每册教材两个单元的编写工作。教程的编写

还得到了同事和朋友的支持。北京师范大学博士生导师田贵森教授和新西兰维多利亚大学顾永琪博士为本教程的编写给予了指导并撰写了序言；廊坊师范学院和北华航天学院的部分教师在试用过程中提出了宝贵的反馈意见；董丽娜主任对整体设计给予了精心指导；外语教学部的巫正洪、周风燕、陈劲、邓小莉、乔晓芳、安静、康春杰、李群、范恭华、刘磊、宋炳、訾华东老师作了校读并提出了宝贵意见，吕京红老师在编写和试用过程中做了大量基础工作。另外，作为中国劳动关系学院教改立项的部分成果，本教程得到了学院的资助，使其得以问世，在此我们一起表示衷心的感谢。

本教程适用于本、专科学生，也可作为英语学习爱好者的案头读物。作为我国大学英语教学改革实践的创新成果，虽经我们精心编写，但由于编者的水平和经验有限，错误和缺点在所难免，恳请各位专家和读者提出宝贵意见，以便在修订中日臻完善。

编者

2010年8月

Contents

Unit One	Study / 1
	Part One Skills Needed in Comprehensive Listening / 2
	Part Two The American Education System / 7
	Part Three Promote Learning and Skills for Young People and Adults / 12
	Part Four Children and Education / 16
	Part Five Education System in China / 17
Unit Two	Communication between Parents and Children / 20
	Part One What I Want for You / 21
	Part Two How to Communicate Better with Your Children / 24
	Part Three That's Enough, Kids / 28
	Part Four The Generation Gap / 32
	Part Five Mother's Day History / 33
Unit Three	Parents' Love / 35
	Part One The Miracle of Mother's Love / 36
	Part Two A Story about a Dying Father / 40
	Part Three Telling Him / 43
	Part Four Fatherhood / 45
	Part Five She Is Only a Mother / 46
Unit Four	Body Language / 49
	Part One Body Language / 50
	Part Two Making a Great First Impression at a Job Interview / 54
	Part Three Eye Communication / 59
	Part Four Communicating with Gestures / 62
	Part Five What's in a Gesture / 63

Unit Five	AIDS / 66
	Part One The AIDS Handbook / 67
	Part Two 2009 H1N1 Flu / 71
	Part Three Most U. S. Women Face Heart and Stroke Risk / 76
	Part Four The Common Cold and Flu / 79
	Part Five Getting to Know the Names of Human Disease / 81
Unit Six	Career and Life / 83
	Part One Great News: You Have Tuberculosis / 84
	Part Two Confessions of a CNO / 88
	Part Three Protect Your Privacy When Job-hunting Online / 91
	Part Four Resigning at Forty / 93
	Part Five Personal Profile / 95
Unit Seven	Guns / 97
	Part One Do More Guns Mean Less Crime? / 98
	Part Two Tamara Mechem's Story / 101
	Part Three The Right to Bear Arms vs. the Right to Stay Alive / 105
	Part Four Can We Have a Hydrogen Bomb at Home? / 108
	Part Five Gun Control / 110
Unit Eight	Creativity / 112
	Part One Saving the Spark: Developing Creative Ideas / 113
	Part Two The Road to Creative Ideas Is Paved with Empty Coffee Cups / 120
	Part Three The Creative Personality / 123
	Part Four Interest in Pursuing International Careers / 127
	Part Five Creativity and Imagination / 128

Unit Nine	College Success / 131
	Part One How to Schedule Your First Year Online / 132
	Part Two How to Plan Career Choices of the Future / 136
	Part Three Succeeding in College / 139
	Part Four Problems of Majors / 142
	Part Five English Equivalents of Chinese Used in a Resume / 144
Unit Ten	Being Honest and Open / 146
	Part One Open and Honest Talking / 147
	Part Two Going Deeper to Your True Feelings / 151
	Part Three Steps to Become Honest / 153
	Part Four Conveying Truth / 157
	Part Five How Come / 158
Key	/ 160

Unit One

Study

For college students, study is surely the most important issue. The day when you received the college/university admission notice, you might wonder how to study well in the new environment, what kind of education you would get, etc. Perhaps now you are still in confusion about the answers to those questions, but one thing is certain: if you want to become a successful student, you should work hard and never idle around. Remember “No pains, no gains”.

In this unit, you will read:

- Skills Needed in Comprehensive Listening
- The American Education System
- Promote Learning and Skills for Young People and Adults

 **Part One****Pre-reading Questions**

1. How shall we deal with comprehensive listening?
2. Where does the main idea of a passage frequently arise?
3. Why should we take notes while listening?

Skills Needed in Comprehensive Listening

1 Comprehensive listening means listening for the comprehension of the message, i. e. what the listening material tries to tell us.

2 There are many factors which might affect comprehension. Among these are the listener's age, memory, concentration, intelligence, **motivation**, academic achievement, language and study skills, organizational ability etc. We cannot do anything with our age but we can certainly do something with many other factors. Improvement in these areas will help us improve comprehensive listening. Now let's look at the skills involved in the understanding of listening materials.

Capitalizing on the difference between speech speed and thought speed

3 Have you ever wondered how fast people talk? How many words per minute? Research shows that the normal speaking rate is about 125 to 150 words per minute. Now how fast do people think? As listeners we can think about 500 words per minute. This makes a big difference in time. It means listeners are much faster than speakers.

4 Now what should we do during this time in order to improve comprehension? An efficient comprehensive listener will actively use the spare thinking time to do the following:

- mentally **paraphrasing** (in one's own words) what has just been said
- relating the message to what he or she already knows
- mentally reviewing and summarizing what has been said
- **identifying** and determining the relationship between the main ideas
- recognizing verbal transitional cues like "but", "however" and nonverbal cues like different vocal sounds and determining their meanings
- weighing the strength of the argument heard — does that make sense?
- predicting the speaker's next point and then checking the prediction
- forming questions
- searching for deeper and possibly hidden meanings in the message

5 To make it effective, we need to practice it until it changes from conscious to unconscious process. The word “conscious” means you are focusing on what you are doing and “unconscious” means you are aware what’s going on, but your mind is focused on something else. Doing those mental tasks while listening is just like riding a bicycle down a busy street. For a skilled rider nothing is missed. For a skilled listener all happens in the mind quickly. Just treat these mental tasks as interesting mind games. It can be fun.

Listening for main ideas

6 Very often it is important to **concentrate on** the main ideas. In doing so we should try to **figure out** where the main idea is placed. It may be expressed in the title, or shortly after the introduction, or given in the summary of the passage or sometimes even implied. We should pay special attention to sentence structures which are often used to introduce main ideas. For example,

- Today, we are going to discuss. . .
- There are three ways. . .
- To summarize, . . .

7 These structures indicate clearly that the speaker is trying to present the main idea. Besides these structures some transitional words are also helpful in tracing the development of ideas. For example, words and phrases like “first”, “second”, “third”, “finally”, “not only. . . but also” and “above all” are good markers of ideas.

8 It is also helpful to have knowledge of common organizational patterns. For example, a passage may begin with the introduction, and then proceed with the statement of the main idea, which is often followed by some examples. The passage may end with a conclusion. If we are sensitive to the pattern, we will find it easier to follow the speaker and catch the main ideas.

Listening for significant details

9 Besides the main ideas, we should try to catch certain details which are used to support the main points. These details may be in the form of facts, examples, restatements, stories, definitions, or contrasts. To catch these details we should again pay attention to some transitional words and phrases like:

- for example
- for instance
- that is
- in other words
- namely
- to be more specific

10 When we hear one of these expressions we should realize some details will be offered next.

Drawing inferences

11 Sometimes the speaker does not state explicitly what he or she means and we as listeners have to guess the meaning. In other words we have to draw inferences. Let's look at a dialogue.

A: Where are my glasses?

B: Not again!

12 What can we infer from this dialogue? Probably speaker A often misplaces his or her glasses and speaker B is irritated by A's bad habit. To draw "good" inferences — those that make sense — we need to have good understanding of the background information like the speaker's cultural background, social background, etc. We should watch out for one problem — people often make guesses based on their own personal experiences which may be quite different from the speaker's. Thus the inference drawn may be far from what the speaker intended. For example,

A: What are you going to have to drink?

B: I'd like something cool.

A: Would you care for some cake?

B: Yes, I'll try a piece of cheese cake.

A: It certainly looks tempting. I wouldn't mind some myself.

13 Now what time of the day does this dialog take place? Is it dinner time when they order some **dessert**? Or is it afternoon when people have afternoon tea? For our students any time of the day is possible. But in Western culture cake is something nice and therefore served often at dinner time or at tea time in the afternoon when people want to treat their guests. So to make a "good" or justifiable inference we need to focus on the speaker and not on ourselves. Think what the speaker has in mind, and not what we have in mind.

Being an effective note taker

14 Some people may ask why they should take notes while listening. Well, there are several advantages. First, note taking can help us concentrate on the message. Remember it is much easier to concentrate when we have specific tasks to do. Secondly, note taking can help us store information in our long-term memory. Thirdly, note taking can help us become more aware of various aspects of the message — the organizational structure, main ideas, supporting details and transitions. And lastly, if we take notes, we will have something we can refer to if there is a need. For example, if you are taking a listening comprehension exam and are now listening to a dialog or a passage, and you need to do multiple-choice questions which involve numbers or dates or something else, the notes you take help you choose the correct answer easily and quickly. Look at the following example.

A. Saturday

B. Friday

C. Thursday

D. Sunday

15 At a quick glance we know probably we need to determine on which day somebody did or will do what. If we don't take notes we might get all the facts mixed up and choose the wrong one, but with notes everything will become clear. Suppose the dialog for this question goes like this:

A: What are you going to do this weekend, Carol?

B: I don't know. I think I'll go swimming on Saturday afternoon and go to the beach with Jack on Sunday. But I have to finish my paper by Friday if I want to go.

A: I remember you said about shopping for a new dress. Can we go together on Friday?

B: OK. But give me a call on Thursday evening just in case I forget.

Question: On which day will Carol go to the beach?

If we take notes like this:

A. Saturday *swim*

B. Friday *shop*

C. Thursday *phone*

D. Sunday *beach*

16 When we hear the question we can easily see that the answer is D. This simple note will save a lot of memory work for us. Remember when we are taking an exam we are often nervous. Brief notes will be a big relief when we need to distinguish some facts or numbers.

17 **As far as** listening comprehension **is concerned**, you just need to remember that your notes should be as simple as possible so as not to interfere with your listening.

Forming meaningful questions

18 At first glance you might say, "Why should I ask questions if my goal is to listen?" Just like note taking, forming questions in our mind helps us to concentrate on the message and hence improve our comprehension. If you are listening to a tape, of course you can't find anyone to answer your questions. But still those questions will help you focus more on the details of the material and help prevent your mind from wandering. If you are listening to people talking in front of you, those questions can help the speaker(s) clarify a point you find confusing. Both the speaker and the listener must share the responsibility for good communication of ideas. So if you are listening to a lecture, or a speech, or a discussion, try to form questions in your mind on points you are not clear about and raise those questions if you have a chance. Don't worry about looking stupid or appearing ignorant. It's very important for language students to practice as much as possible. You are losing opportunities if you don't give yourself a chance.

19 No matter what you do, remember the key to success in listening is lots of practice. If you have been listening to various types of materials every day, you will surely make **perceivable** progress in not so long a period.

Words and Expressions

motivation *n.* desire to do; interest or drive 动机

capitalize on make use of 利用

paraphrase *v.* to put (sth.) into other words 解释, 释义, 意译