



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

董连忠 董丽娜 总主编

大学英语 拓展阅读教程

精阶篇

董连忠 主编

高阶篇

提高篇

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大学英语拓展阅读教程

(精阶篇)

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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,还要有丰富的文化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,给人有为之一新的感觉。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、不可多得的大学生英语泛读教程。

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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July, 2010

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评阅读能力。

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

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Unit One

Newspaper

The first English-language newspaper began publishing in England in 1622, from when a newspaper is known as a printed periodical whose purpose is to deliver news and other information in an up-to-date and factual manner. A wide variety of materials are published in newspapers, including editorial opinions, criticism, persuasion, crosswords, weather news and forecasts, advice, gossip, food and other columns. Today, as the newspaper industry continues to suffer declines in readership and circulation, many industry experts fear that the Internet would bring the end of newspapers, using the Internet to expand a newspaper's reach is becoming more and more important.

In this unit, you will read:

- The History of Newspaper
- Who Killed the Newspaper?
- Newspapers Still a Step Ahead in Local News



Part One

Pre-reading Questions

1. How often do you read an English-language newspaper and which sections attract you most?
2. Is it newspaper, TV or the Internet from which you get most of the recent news?
3. With the Internet, 3G and other communication techniques being highly developed, do you think newspapers will disappear in the future?

The History of Newspaper



- 1 The news has at one point or another played a part in every one of our lives. Whether it is a weather report giving flash-flood warnings, information on presidential campaigns, or an **obituary** citing the death of a television personality, we **crave** it. Until the recent development and **affluence** of the Internet as a news source, newspapers have globally been the primary source of current events. Having become part of a daily routine in most people's lives, little is known of the immense history this learning tool holds.
- 2 The story begins some five centuries ago in Europe. Here, merchants would distribute newsletters written by hand containing information regarding the weather, economic conditions, wars and human-interest stories. Although this was the first known form of distributed written information, the country **accredited** with the creation of the first newspaper is Germany. In the late fifteenth century, a cross between a brochure and a **pamphlet** was **dispersed** among the people, the text containing highly **sensationalized** stories along with description of the current news events.
- 3 America, however, was a step behind. *Publick Occurrences, Both Foreign and Domestick*, was the first newspaper published in America. Printed by Richard Pierce, and edited by Benjamin Harris, the first copy was issued on September 25, 1690 would also be the last. It filled only 3 sheets of paper measuring six by ten inches, the equivalent of filling half of the front page of a newspaper today (14" × 23"). The paper had intended to be issued once a month.
- 4 The sudden **discontinuation** of *Publick Occurrences* would mean the last news offered to Americans for the next few years. Instead, newspapers published in London were read even though the first true newspaper in English was the *London Gazette*, published four years later in 1666.

5 Fourteen years later, back in America, John Campbell, a bookseller appointed Postmaster (邮政局长) of Boston, became the editor of the *Boston News-Letter*. The first issue was dated Monday, April 17 to Monday April 24, 1704 and contained only one advertisement. This was produced weekly and continued to be so even when William Brooker was appointed Postmaster to replace Campbell. Campbell refused to authorize the use of the title “News-Letter” to anyone else so Brooker called his newspaper the *Boston Gazette*. Seven months later, Philip Musgrave was awarded the position of Postmaster in Boston and replaced Brooker. At this time, James Franklin, the printer of *the Gazette*, was also replaced. He wanted to start his own newspaper even though friends and family **dissuaded** him from doing so by telling him that Boston already had a sufficient number of newspapers and a third could not survive. Despite this, Franklin went ahead and published his own newspaper, the *New England Courant*. The first issue was printed on August 19, 1721 making it the fourth newspaper published in America.



6 When James Franklin published an **editorial** criticizing the government, he was sent to prison. James' 13-year-old brother and **apprentice**, Ben, took over the work of laying type, printing, and delivery of the issues. Six months later, James Franklin was forbidden to publish any more newspapers so the **masthead** now carried the name “Ben Franklin” as editor and publisher. Ben, now legally free of being an apprentice, and having a dislike for his brother James, ran away to New York and later to Philadelphia. *The New England Courant* kept publishing issues claiming Ben Franklin was editor and publisher until 1726 without anyone being the wiser.

7 The fact that newspapers had been so scarce in Europe, America, and many other continents is due to many factors. To find a literate man was no easy task after Europe was emerging from the black age. Paper was extremely expensive, and hard to come across, and the task of printing was long and **laborious**. The latter was still a problem even with the invention of the printing press in 1436.

8 A 39-year-old Johann Gutenberg came up with a printing method, where, by arranging stamps displaying the letters of the alphabet, one could construct a page of literature to be copied numerous times. This became known as the Gutenberg Press, one of the greater inventions the fifteenth century held. Although a giant improvement from hand copying, this method still required the rearrangement of the letters each time a new page was to be printed.

9 In the early 1800's the development of continuous rolls of paper enhanced the original Gutenberg Press as did a steam-powered press and a way to use iron instead of wood for building presses. This added efficiency of printing made the prices of printed goods more reasonable hence the term “penny press”. This phrase **originated** when newspaperman Benjamin Day dropped the price of his *New York Sun* to a penny a copy in 1833. Historians have

accredited the “penny press” as the first true mass medium.

10 Another advancement in the history of printing was the origin of **Linotype**, a method of creating movable type by machine instead of by hand. This was introduced in 1884 and marked a significant leap in production speed. In terms of the use of computers in the field of printing, especially newspapers, the progression is unbelievable. From the first **daisy-wheel** and **dot-matrix** “impact” printers to common use of the non-impact printers: **ink-jet**, laser and **thermal-transfer**, printing presses are **on the brink of** becoming a thing of the past.

11 The big question regarding what the future holds for the old-fashioned newspaper is whether or not it will be overcome by the use of the Internet. Studies show that from 1992 to 1997, the weekly hours of using the Internet has increased from 1.8 hours, to 9.1. Although the evidence is convincing that in the future the use of computers will **obliterate** that of newspapers, sometimes the **tangible** aspect is too great to give up for a color monitor. You may be convinced that there’s no better way to relax than with some black coffee and the front page. Or perhaps up-to-the-minute updates on top stories are more your interest. All we can say is: To each his own, but always keep an open mind.

Words and Expressions

obituary *n.* a published notice of a death, sometimes with a brief biography of the deceased;
a published notice of a death, sometimes with a brief biography of the deceased 讣告, 讣闻

crave *v.* to have an extremely strong desire for something 渴望, 渴求

affluence *n.* a plentiful supply of material goods; wealth 丰富, 充裕, 大量

accredit *v.* to appoint officially 认可, 认定资格, 归功于

pamphlet *n.* an unbound printed work, usually with a paper cover 小册子

disperse *vt.* to scatter, distribute 分发, 散播

sensationalize *vt.* to cast and present in a manner intended to arouse strong interest 使引起轰动

discontinuation *n.* to stop doing or providing (something); end or abandon 废止, 中止

dissuade *vt.* to deter (a person) from a course of action or a purpose by persuasion or exhortation 劝(某人)勿做某事; 劝阻

editorial *n.* a newspaper article in which the editor gives their opinion on an issue in the news 社论

apprentice *n.* a beginner; a learner 学徒, 徒弟

masthead *n.* the listing in a newspaper or periodical of information about its staff, operation, and circulation 报头

laborious *adj.* marked by or requiring long, hard work 勤劳的

originate *vi.* to bring into being; create 起源于, 来自, 产生

Linotype *n.* a trademark used for a machine that sets type on a metal slug, operated by a keyboard. 莱诺铸排机

daisy-wheel *n.* a small disc, used in some printers and typewriters, that has metal rods around its edge with letters, etc. on them (打印机的)菊花轮,菊花字轮

dot-matrix (printer) *n.* 点阵式(打印机)

ink-jet *adj.* 喷墨的

thermal-transfer *adj.* 热传递的

on the brink of on the edge of sth. 濒于;处于……边缘

obliterate *vi.* to do away with completely so as to leave no trace 除去;涂去;擦掉;彻底破坏或毁灭

tangible *adj.* perceptible by touch 可触摸到的; real or concrete 明确的,确凿的,实际的

Exercises

I. Answer the following questions based on your reading of the passage.

- Which country is generally accepted as the one to create the first newspaper?

- What's the first issue of *Boston News-Letter* mainly about?

- Why did Franklin's friends and family persuade him not to start his own newspaper?

- What stopped the Gutenberg Press from being laborious?

- What does the author mean by the last sentence?

II. Fill in the blanks with the following words. Change the form if necessary.

pamphlet	apprentice	disperse	obliterate	originate
tangible	dissuade	editorial	laborious	affluence

- There was enough time to _____ memories of how things once were for him.
- He wrote off to the University of Sydney for these _____ about study and life there.
- He left school at 15 and trained as an _____ carpenter.
- There is a lot of _____ in this part of the state because it has many businesses.
- I suppose no one has any idea who _____ the story?
- The _____ staff of a newspaper demanded pay increases.
- After school the children _____ to their homes.
- Homework in the future may not be any less _____, but it will certainly be more wired(网络的).
- An intangible musical cultural heritage contains some _____ elements.
- Chichester set off once more in spite of his friends' attempts to _____ him.