

高等学校
英语专业教材

新思维 高效英语阅读 Global Outlook

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Brenda Dyer
Brenda Bushell

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Contemporary



大连理工大学出版社
DALIAN UNIVERSITY OF TECHNOLOGY PRESS

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新思维高效英语阅读

Global Outlook

(下)

Brenda Dyer and Brenda Bushell

词汇表编写者 凌冰 马建军



Contemporary



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Brenda Dyer, Brenda Bushell: Global Outlook 1

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Authorized English language reprint edition jointly published by McGraw-Hill Education(Asia) Co. and Dalian University of Technology Press. This edition is authorized for sale in the people's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan. Unauthorized export of this edition is a violation of the Copyright Act. Violation of this Law is subject to Civil and Criminal Penalties.

ISBN 0-07-121373-2

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著作权合同登记号:06-2004 年第 37 号

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图书在版编目(CIP)数据

新思维高效英语阅读(下)/(美)戴尔(Dyer, B.), (美)布谢尔(Bushell, B.)编著. —大连:大连理工大学出版社, 2004.3

书名原文: Global Outlook 2

(高等学校英语专业教材)

ISBN 7-5611-2462-7

I. 新… II. ①戴… ②布… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2003)第 122010 号

出版发行:大连理工大学出版社

(地址:大连市凌水河 邮编:116024)

印刷:大连海事大学印刷厂

幅面尺寸:185mm × 230mm

印 张:15.25

字 数:289 千字

出版时间:2004 年 3 月第 1 版

印刷时间:2004 年 3 月第 1 次印刷

责任编辑:陈丽莉

封面设计:宋 蕾

责任校对:刘丽艳

定 价:24.80 元

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《大学英语立体阅读教程(下)》是国际上广受欢迎、具有影响力的英语阅读教程之一。本书是专为非英语国家的英语学习者编写的英语阅读教程。教程的内容以时尚的全球性话题为核心,融合说和写多种技能,同时进行阅读技能训练和词汇扩展,尤其强调英语阅读语言的丰富性、文化性和多元性。本书适用于高级英语学习者。

■ 教材特色

① 阅读内容国际化、丰富、有趣、时尚。

阅读文章围绕“全球性话题”进行选材,内容涉及社会、环境、心理、商业和技术。选材新颖,话题富有时代感,可读性极强。文章体裁也很丰富,包括报刊选读、对话、广告、小说、诗歌和学术论文。此外,文章所用词汇和引入的思想观念实用、时尚。

② 系统介绍阅读方法。

本教材采用 top-down 阅读法,强调阅读理解应首先从理解文章主旨大意入手。每单元均以此阅读法为基础,介绍某一具体阅读技能。

③ 综合性大纲,立体教学法——辅以口语练习。

口语练习围绕文章主要内容和观点,旨在提高学生参与讨论的能力和口语交际能力,同时复习文章中的核心词汇。本教材在阅读和交际功能之间建立一种联系,按照循序渐进的原则,逐步提高。

■ 学时安排

教材共 12 个单元,每单元有 1 到 2 篇阅读文章,共 22 篇文章。建议每篇文章 34 学时,本教材课时安排为 66~88 学时。

■ 单元组织结构

每单元的练习题型的顺序安排因单元而异,但是基本上包括四部分:阅读理解练习,词汇理解练习,口语练习和写作练习。具体信息如下:

Exercise Title 练习名称	Purpose 目的
Before You Begin 阅读前	学生在阅读文章之前讨论文章主题,并对文章内容进行预测。可激发学生的阅读兴趣,并为阅读文章建立相应的词汇和内容准备。
Getting the Main Idea 主题理解	要求学生首先理解文章主题,不受文章细节信息的干扰。这是 top-down 阅读法的关键。
Vocabulary in Context 语境词汇	阅读技能中最重要的技能之一就是 通过上下文猜测生词的含义。学生不可以查字典,应通过上下文的语法、语义、标点和过渡词来猜测生词的含义。
Reading Skill 阅读技能	每单元介绍某一具体阅读技能,并附加练习。
Taking a Closer Look 细节信息理解	要求学生理解主要的细节信息。培养学生的浏览能力(scanning)。
Communicate 交流活动	通过交流,学生可以将文章内容与自己的经历结合起来,并同时复习核心词汇。在相互交流中学生还可学会批评性地对待所得信息。
Interactive Journal Response 写作反馈	要求学生从所给文题中选择一个,并进行书面回答。可检查学生的阅读理解能力,帮助学生复习核心词汇,并鼓励学生自由表达自己的观点。

INTRODUCTION

Global Outlook 2 is designed to introduce advanced learners of English as a Foreign or Second Language to the basic reading skills required for fluent, accurate reading in English.

Global Outlook 2 is the second book in a two-level series. The key features of the *Global Outlook* series are high-interest content, careful sequencing of reading skills, and oral communication extension activities which encourage students to go beyond the reading text and consider how the issues impact their lives.

Students will:

- Acquire reading skills which fluent readers of English use unconsciously
- Learn to use their background knowledge to understand a text
- Develop the ability to read chunks of information for general understanding instead of reading and translating word-for-word
- Expand their knowledge and build a global perspective of world issues and social trends.

Global Outlook is designed for both teachers who are experienced in teaching reading skills but looking for new ways to implement them, and those who are less experienced and are looking for guidance on how to incorporate specific reading-skill development in their language classes.

► APPROACHES TO TEACHING READING

One of the keys to teaching reading effectively is to present high-interest, provocative reading material which will engage the reader. The readings have been carefully chosen to include a variety of viewpoints on global topics centered around social issues, the environment, psychology, business, and technology. The readings also include various styles: journalism (newspaper and magazines), interviews, advertisements, fiction, poetry, and academic essays. The readings, though diverse, share the common theme of global content. Vocabulary and concepts related to global education are recycled throughout the text, building up a basic core of knowledge. When topics are integrated rather than randomly presented, general comprehension is facilitated.

Reading skills are carefully presented and practiced. One of the common stumbling blocks for second and foreign-language students is their use of

“bottom-up” information processing, that is, word-by-word translation of the text for comprehension. This is not efficient and often leads to slow, inaccurate reading. *Global Outlook* emphasizes the top-down reading process, in which the reader uses what he or she already knows in trying to comprehend the text. Pre-reading exercises, finding the main idea, and vocabulary in context exercises are examples of how this textbook reinforces efficient top-down reading strategies.

The skills of the reading process are articulated for the student in each unit. Research shows that it is possible to divide reading into a series of sub-processes and students can be trained in specific reading comprehension skills which they can transfer to new reading situations. Students learn about the reading process itself, and begin to realize that “reading” is not the same thing as “translating.” Skill-focus highlights the thinking processes which good English readers use in understanding a text in English. This meta-cognitive awareness is an important basis for language acquisition in adult learners. Therefore, the *process* of comprehending should be the purpose of each unit.

► UNIT ORGANIZATION

The following exercises are included in each unit. The sequence of exercises may vary from unit to unit, depending on the reading skill which is targeted.

Before You Begin: In this section, students are asked to think about the topic of the reading, and make predictions. By previewing, students recall information to begin the cognitive process of matching new information with what is already known. This enhances reading comprehension not only by sparking interest, but by building content and vocabulary schema.

Getting the Main Idea: This is an important top-down reading skill that requires students to actively process global information as they read, without getting distracted by details. Students learn to use the pre-reading information they have gathered from the Before You Begin section to access the main point of the reading while reading for the first time. Rhetorical strategies for locating the main idea are especially targeted in Unit 4, but practice for this very important skill is given in each unit.

Vocabulary in Context: One of the most important reading skills of this text is the ability to guess the meaning of unknown words from context. Students often depend on their dictionaries too much, which slows down their reading speed

and interferes with comprehension. Using cues such as grammatical and semantic context, punctuation, and transitions, students can become confident in inferring the meaning of key words. In order for this exercise to be effective, students must NOT use their dictionaries.

Reading Skill: One particular reading skill is targeted in each unit. Each reading is accompanied by a specific reading skill description and exercise. These reading skills are unconscious in fluent English readers, but they can be learned. By becoming aware of these reading processes, students will become more effective readers.

Taking a Closer Look: The ability to find important information is developed through the practice of scanning. Students learn how to search quickly to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or daily English, scanning is useful in dealing with schedules, manuals, forms, and other list-oriented reading genres.

Communicate: One of the unique features of this reading text is that the reading is supported by speaking. Each unit is followed by a “Communicate” speaking activity. In the speaking activity, students are given a chance to personalize the text, that is, make connections between the readings and their own lives and opinions. It is a good opportunity to recycle unit vocabulary. For teachers concerned with values education, this section gives students a chance to develop their opinions of the ideas presented in the readings and also raises their awareness of the diversity of values and beliefs of their classmates. Finally, when students realize that this is a post-reading component of each unit, they tend to approach the readings more critically, forming judgments and opinions of the content they will share with their classmates. In other words, it becomes a built-in motivator for reading.

Interactive Journal Response: These final questions provide another chance for vocabulary recycling, and closure for each unit. Students are asked to interpret the information of the reading, give their opinions, and respond. We have chosen provocative topics which we hope students will respond to by agreeing or disagreeing. One of the purposes of the text is to empower students to become independent, critical thinkers and readers. The instruction is for students to choose one question and write a response. This could be collected by teachers as a check of reading comprehension. The other option is for students to

paraphrase their response orally with a partner or in small groups, in the following class as a warm-up activity. The exercise is not intended to be a formal writing exercise, but rather a final communicative activity to support the students' reading comprehension. If students feel that their reactions to and opinions of the readings are valued, their motivation for reading future units will be enhanced.

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THE MILLENNIAL GENERATION



In this chapter you will consider your generation's place in history. The 21st century brings complex systems, possibilities, and problems. It is said that the people born between the years 1980 and 2000 have a special role to play in these confusing but exciting times. The Millennial Generation embraces change and looks to the new century with courage and curiosity.

READING ONE

► BEFORE YOU BEGIN

Part A

With your partner, make a list of:

- 5 problems facing the world today (for example, air pollution).
- 5 useful or interesting things about the world today (for example, airplanes).
- 5 things, good or bad, that you predict will happen in the future.

Share your ideas with the class.

Part B

In this chapter you will be working on your reading pace by practicing the skill of skimming. First, follow these steps:

1. Circle the title.
2. Underline the first sentence and last sentence of the first paragraph.
3. Underline the first sentence of each paragraph.
4. Underline the first sentence and last sentence of the last paragraph.

Now skim: Read what you underlined and let your eyes move quickly over the rest of the passage. A good reading pace for the first time is about 800 words per minute, so give yourself one and a half minutes to skim the passage.

Based on your skimming, what seems to be the main topic of the reading?

- a. _____ problems and limitations of young people these days
- b. _____ important changes in the 21st century
- c. _____ positive characteristics of young people these days

► AS YOU READ

Now read "The Millennial Generation" again to get a more complete idea.

THE MILLENNIAL GENERATION

by Deborah Jones, from *The Globe and Mail*

- 1 At Point Grey Mini-School in Vancouver, Canada, teenagers discuss a subject that fully engages them: Their generation's place in history. "We're totally different" says Rafal, a Grade 9 student. "We're the first to grow up with a lot of technology around us. It changes our perspective." Says his classmate Campbell: "We have much more information access. We are the first group to have sex education in Grade 3." Aged 14 and 15, these teens feel an important sense of duty to fix problems left behind by older generations, principally by their Baby Boomer parents. High on the list of problems is repairing the destruction of the environment passed on so carelessly to them.
- 2 A generation is composed of people whose common location in history gives them a common viewpoint and personality. Sociologists and researchers of demographics¹ have divided the 20th century into five "generations," each with its own characteristics.

Name	Years	Characteristics
GI ²	1901–1924	altruistic ³ , idealistic
Silent	1925–1942	lost generation, disillusioned ⁴
Baby Boomer	1943–1960	me first
Generation X	1961–1980	cynical ⁵ , pessimistic
Millennial	1981–2003	altruistic, globally minded

- 3 According to researchers, the North American kids born in the last 20 years—the so-called Millennial Generation—will be a troop of "good Scouts"⁶ who, as they mature, will insist on solutions to an accumulation of society's problems and injustices. They will aim to fix the environmental destruction left behind by their parents, the well-intentioned but me-first Baby Boomers. These children are expected to be much more cooperative and socially involved than the Boomers. Weaned on technological, social, and economic change,

¹ *demographics*: scientific study of population statistics

² *GI*: an enlisted person in the US army

³ *altruistic*: unselfish

⁴ *disillusioned*: set free from pleasant but mistaken beliefs

⁵ *cynical*: pessimistic; believing people's motives are bad

⁶ "good Scouts": referring to Boy Scouts who promise to do their best to help others

their impatience and drive will very likely shake the world and its institutions, including schools and universities.

- 4 Some demographers, such as authors Neil Howe and William Strauss, compare the Millennial Generation to the GI Generation 25
born before the Second World War, during 1901–24, the generation
of John F. Kennedy who said, “Ask not what your country can do
for you, but what you can do for your country.” Howe and Strauss
predict that, like the GIs four generations before them, the 30
Millennials will be willing to lay down their lives for causes they
consider right and just. They will fight for democracy, rescue the
environment, and develop alternative sources of energy. They will be
leaders in debates about genetic engineering and biotechnology, basic
human rights, economic fairness in an emerging global economy, and 35
closing the digital divide⁷. They will embrace diversity, question
materialism, and have new visions for career and work.

- 5 The world of the Millennial Generation is full of questions and
uncertainty. Until now most North Americans grew up with some sense
of the roles they would play as individuals, spouses, parents, workers, 40
and consumers. But everything now seems fluid, unknown, from job
expectations to gender identification. Most Millennials will not have
one job for life, but will have to have a variety of skills for a variety of
jobs. In the face of such uncertainty, what would cause the Millennials
to be so optimistic? Why are they so altruistic, stable, and self- 45
confident? One main answer, say theorists, is the shift to “family
values” in the last twenty years. In the 1960s and 1970s, self-fulfillment
was more important than family. Social historian Franki Gregorsky of
Seattle Discovery Institute explains that Generation X children raised
between 1961 and 1981 often appear negative with their harsh music, 50
dark fashions and body piercing. But by the 1980s social values shifted
back to the importance of family. Even though families recently seem
more hard-pressed than ever to make ends meet and find time for one
another, divorce rates in North America have stopped climbing. Howe
credits the Baby Boomer parents and their intense interest in child 55
rearing and education. Even though the parenting itself may have been
egocentric, with the view of producing the “perfect child,” the result is

⁷ *digital divide*: the gap between countries that have access to technology and those that don't

positive thinkers who tackle challenges with confidence and reject the emotional and material self-indulgence of the previous generation. This generation of kids has been nurtured, protected, and valued, and they have strong values themselves. 60

- 6 But don't think that the Millennial Generation will bring an age of sunshine and sweetness! Skeptics point out the widening gap between the haves and have-nots throughout Canada and the US, especially in inner cities. Youth crime is up. The number of children living in poverty throughout North America has increased. Even in relatively rich families, many children lack adequate adult care because both parents work long hours. The good Scouts will likely be confined to families with thoughtful parents and access to good education, health care, and technologies like home computers. 65 70

- 7 One difference between the Millennial Generation and those that came before is the unprecedented globalization of society and the economy. This seems most obvious in young people's individual awareness of themselves as part of a larger community and their responsibility to improve it. The children at Point Grey Mini-School, Vancouver, are vivid examples of this. They are at the leading edge of change driven by technology. The children do research on the Internet and have progressed into a whole new way of using it. They carry out self-directed research on the Internet on topics of their choice. Then, instead of simply writing essays, as previous generations did, they "web out" from a central idea to create web pages, make videos, and write articles for school projects. 75 80

- 8 Partly because of a global perspective, these representatives of the Millennial Generation are much better prepared for the future. They are able to relate to one another with less racism and sexism than earlier generations. As well as being positive, they are well aware of the global economy, more able to get along with different people, and quite comfortable with a lack of job security. 85

► GETTING THE MAIN IDEA

The author's main idea is:

- a. _____ The Millennial Generation has its own characteristics, which include an interest in solving social and global problems.
- b. _____ The Millennial Generation is facing an uncertain and troubled future, and doesn't know how to cope.
- c. _____ The changes of today's world are happening too fast, and the Millennial Generation is suffering a lot of stress due to the speed of change.

► READING SKILL: Reading Pace

Reading pace refers to how quickly you read. Often second language students read English slowly and carefully and use their dictionaries constantly. This is one way of reading, but it is not always the best way. You can improve your reading pace by skipping unknown words. It is not always good to interrupt your reading to check the dictionary. It is not necessary to understand every word in order to understand a sentence or a reading passage. In fact, it is a useful reading strategy to read quickly, skipping unknown words, and focusing on the main ideas.

To improve your reading pace, you should practice skimming and skipping unknown words.

1. In *Before You Begin* at the beginning of this unit, you skimmed through the passage very quickly, noticing the title and the first sentence of each paragraph. This is a good first step.
2. After skimming to get the general idea, it is helpful to go back and read the passage a second time, still keeping up a fast pace, but reading a little more carefully. Skip the unknown words.

► READING SKILL PRACTICE: Reading Pace

Read the following paragraph. It is the third paragraph from “The Millennial Generation,” but every eighth word is missing. Just skip over the blanks and then try to answer the questions that follow.

According to researchers, the North American kids _____ in the last 20 years—the so-_____ Millennial Generation—will be a troop of “_____ Scouts” who, as they mature, will insist _____ solutions to an accumulation of society’s problems _____ injustices. They will aim to fix the _____ destruction left behind by their parents, the _____ -intentioned but me-first Baby Boomers. These _____ are expected to be much more cooperative _____ socially involved than the boomers. Weaned on _____, social, and economic change, their impatience and _____ will very likely shake the world and _____ institutions, including schools and universities.

True or false?

1. _____ The Millennial Generation refers to North American children born in the last 20 years.
2. _____ These young people will ignore social problems.
3. _____ They are expected to be uncooperative social rebels.
4. _____ They will try to change the world.

After you have finished the questions, go back to the reading and read paragraph three again. Check your answers. Even with many unknown (missing) words, you were probably able to answer the questions correctly. You do not need to read or know every word in order to understand. Practicing skimming and skipping unknown words is one way to improve your reading pace. Remember: 800 words per minute is a good skimming rate. Practice reading the passages in this textbook very quickly the first and second times, trying to catch the general topic and organization of the reading. After that, you can go back and read more carefully. You will soon notice an improvement in your reading comprehension.