

LEARNING TO READ: A COLLEGE ENGLISH COURSE

1

大学英语阅读提高教程

总 主 编 葛春萍
副总主编 郎晓娟
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前言

本套《大学英语阅读提高教程》是配合主干教材使用的,重点是培养非英语专业学生的英语阅读能力和理解能力。新一轮的大学英语教学改革特别强调培养学生实际使用英语的能力,尤其是快速、准确地从阅读材料中获取所需信息的能力。教育部《大学英语课程教学要求(试行)》(2007版)中对阅读理解能力的一般要求是:“能够基本读懂一般性题材的英文文章,阅读速度达到每分钟70词,在快速阅读篇幅较长、难度略低的材料时,阅读速度达到每分钟100词,能基本读懂国内外英文报刊,掌握中心意思,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”因此,为帮助学生适应大学英语考试的阅读题型,帮助学生扩大阅读范围,提高阅读速度,我们组织编写了《大学英语阅读提高教程》系列教材,旨在积极应对大学英语教学改革的要求,使学生在阅读中丰富语言知识,培养独立阅读和广泛阅读的能力。

《大学英语阅读提高教程》的总体设计:

1. 本套教材共分四册,既可与新编的大学英语综合教程配套使用,也可单独使用。
2. 本套教材每册分8个单元。每一单元以“主题”为线索,安排知识内容相近、风格不同的阅读材料4篇,分为A1、A2、B1、B2,其中A1和A2是快速阅读,B1和B2是深度阅读。
3. 本套教材的阅读材料按照语篇长度和难度进行分级,由浅入深、由易到难、循序渐进。每一篇快速阅读材料的长度基本控制在900-1000个词,深度阅读材料的长度控制在500-800个词。
4. 本套教材阅读材料选材新颖,时代感强,所涉话题文、理、工、医、商等内容兼顾;练习题型多样,既有四、六级考试快速阅读题型的“是非判断”和“句子填空”,也设有“多项选择”和“简短问答”等题型,所有练习均附有答案。

由于编者水平有限,如有错误和不当之处,欢迎广大教师同仁和同学们提出宝贵的批评意见和建议,以便今后改进和完善。

编者
2012年5月

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Online Learning

Fast Reading

Text A-1

Directions:

In this part, you will have 15 minutes to go over the passage quickly and answer the following questions. For questions 1–7, choose the best answer from the four choices marked A, B, C and D. For questions 8–10, complete the sentences with the information given in the passage.

Life Experience Degrees or Work Experience Degrees

It's true that having a degree from a university is very important for a successful career. But people who are already working may find it difficult to stop doing what they are currently doing and go back to college or university for a new degree or a certificate. Here life experience degrees or work experience degrees help!

What Are Life Experience Degrees?

Life experience degrees or work experience degrees are degrees that individuals can obtain through their past experiences in a related field. These degrees are specially designed for adults and professionals who have an ample amount of experience in their respective fields but due to various reasons could not get a professional degree.

It's for those career-oriented individuals who need to switch their jobs but don't have a degree to support their change. It's for those students who leave their educational path midway to pursue jobs and want to enhance their career with a degree.

The concept of "Degrees on the Basis of Life Experience or Work Experience" originated in 1987 and was evolved from the philosophy of getting some course credits on the basis of experience as offered by the top schools of United States of America.

These degrees are excellent resume builders and by getting one relevant experience-based degree, you will be able to prove yourself with the desired job or a promotion. It is a big prospect for international students who want to earn their degree from their home without traveling all over to any other country or state.

Earning this degree is highly flexible and time saving, as you won't need to attend any classes, take exams, get admission, or study books. It is purely earned on your professional experience in your academic career or past job or training in military, personal hobbies or vocational training.

Universal Acceptance

Life experience degrees or work experience degrees is a form of online education that provides opportunity to career acceleration which would otherwise be impossible for thousands of competent working individuals. However, it's not as good as it sounds. There is a deception associated with the program offered by some online institutes. Lately a large number of cases have been reported online in which individuals after earning their desired life experience degree or work experience degree found out that their degrees were not accepted because they were not received from an accredited (公认的) institution.

Accreditation and Life Experience Degrees

Obtaining an accredited degree or continuing your education at an accredited school may be one of the factors that could land you the job of your dreams. Universities that seek out the proper accreditation in their region have taken it upon themselves to secure a standard of quality.

To develop guidelines and perform evaluations, there are a few agencies that work on national and regional level and are termed as Accrediting associations. It is imperative to understand that accreditation confirms that the degree providing institute meets a set of national standards that ensures the quality of the program. Some of the online universities and their affiliated colleges that are associated with these ruling accrediting committees provide authentic and accredited degrees.

Not having recognized and accredited degree by any accrediting organizations may cause one to lose one's money, effort and time. To avoid this situation, it is critical on the part of individual to ascertain degree providing institute's affiliation with a recognized educational ruling body, and also check accreditation of life experience degree or work experience degree before deciding to go for it.

How to Obtain a Life Experience Degree?

You can apply for a life experience degree or a work experience degree to help boost your resume. Many times, companies will only hire people who have specific degrees for a job. If you are not ready to take years of schooling for a degree, you may be able to qualify for life experience degrees. Each course credit necessary for completion has a detailed description of the skills and knowledge necessary for acceptance. These degrees are delivered within a matter of two weeks.

Pros & Cons of Getting a Life Experience Degree

Pros

Prospective raise in salary.

Competitive edge over other people who are applying for the same job.

Become eligible for teaching at a lower-division college level or administrating at a school (depending upon the focus of your degree).

Fast and Comprehensive education programs through the Internet without hassles of college attendance.

An income raise by the number of graduate credits even before you get your life experience based diploma, if you are a teacher or an administrator.

Continue to work full-time and spend time with your family while earning your degree.

Cons

The biggest disadvantage of getting a life experience degree may be that the educational institution or your employer may not accept your degree and the institution from which it is taken. School is expensive and your salary increase may not be able to pay back your tuition for many years.

Perceptions/Reputation — while slowly changing as more and more mainstream colleges and universities embrace distance learning, there still is a stigma attached to distance education and life experience degrees.

One of the biggest issues in getting a life experience degree is whether the degree is received from an accredited institution. If it's not, then it's a wastage of your money and time.

<http://www.onlineeducationfacts.com/online-education-facts/about-life-experience.htm>

1. Life experience degrees or work experience degrees are helpful for _____.
 - A. university students who are applying for degrees
 - B. working people who are unable to go back to college for a new degree or a certificate
 - C. people who have difficulty in working
 - D. people who stop working and go back to colleges or universities
2. Life experience degrees or work experience degrees are designed for _____.
 - A. those experienced workers in their respective fields to get a college degree
 - B. those career-oriented individuals to get a professional degree
 - C. adults and professionals who want to switch working to study
 - D. students who want to enhance their career with a degree since they leave their educational path midway
3. The concept of "Degrees on the Basis of Life Experience or Work Experience" _____.
 - A. originated in London in 1987
 - B. was first introduced by philosophers
 - C. came from the philosophy of getting some course credits on the basis of experience
 - D. was offered by all the top schools of USA
4. Which one is NOT the advantage of getting a life experience degree?
 - A. Earning it is highly flexible and time saving.
 - B. There is no need to attend classes or take exams.

- C. There is no need to get admission or study books.
 D. It is purely earned on one's past job experience and nothing else.
5. Why is life experience degree or work experience degree NOT universally accepted?
 A. Individuals do not find the degree useful.
 B. It is impossible for thousands of competent workers to get the degree.
 C. There is deception associated with the program offered by some online institutes.
 D. There are too few accredited institutions to award the degree.
6. Universities seek out the proper accreditation in order to _____.
 A. develop guidelines
 B. carry out evaluation
 C. continue adult education
 D. secure a standard of quality
7. To get a degree having not recognized or accredited by any accrediting organization may _____.
 A. cause one to lose money, effort and time
 B. cause one to ascertain the degree himself
 C. make one unable to decide whether to go for it
 D. cause one to be critical to other individuals
8. Some apply for a life experience degree or a work experience degree to help _____.
9. Getting a life experience degree can give some students _____
 over others applying for the same job.
10. It is a waste of money and time if one gets a life experience degree that is not awarded by _____.

Text A-2

Directions:

In this part, you will have 15 minutes to go over the passage quickly and answer the following questions. For questions 1–7, mark

- Y (for YES) if the statement agrees with the information given in the passage;
 N (for NO) if the statement contradicts the information given in the passage;
 NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8–10, complete the sentences with the information given in the passage.

Should Colleges Start Giving Apple's iPad to Students?

■ *By Steve Kolowich*

About the iPad

What it is: A new tablet computer from Apple with a 9.7-inch touch-screen.

Pricing: The iPad comes in different varieties, depending on how much storage you want. The entry-level model has 16 gigabytes of storage and sells for \$499. The 32-GB model is \$599, and the 64-GB one is \$699. But wait, there's more.

The fine print: The entry-level models work with Wi-Fi, meaning you won't be able to access the Web if you're not near a hot spot. Apple also sells models with cellular 3G service, and they start at \$629. Additionally, you'll have to buy a 3G data plan from AT&T. Even if you already have a data plan for your iPhone, you'll have to get a second one for the iPad. Plans start at \$14.99 with no contract requirement.

The iPad has landed. But should campuses be throwing it a welcome party?

At least two are. Seton Hill University, a Roman Catholic institution in Pennsylvania, announced this week that it would be giving Apple's new computing tablet to each of its 2,000-odd full-time students when they arrive on campus in the fall. George Fox University, a Christian institution in Oregon, will expand its annual laptop giveaway to first-year students to offer students a choice between a Macbook and an iPad. The year after that, there will be no more choice: Everybody will get iPads.

The e-learning giant Blackboard, meanwhile, today is announcing that it is launching an app for the iPad that will allow students to access their courses from the new device.

But the arrival of the long-awaited device has also prompted questions. Higher-ed technologists wondered aloud about the costs and benefits of the efforts of some campuses.

Theresa Rowe, the CIO at Oakland University, noted the "pattern" of colleges announcing high-visibility technology giveaways of laptops, iPods, iPhones, and now the iPad — each time prompting peer institutions to wonder whether following suit would be strategically wise. "Our presidents or leaders ask 'Why not us?'" Rowe wrote. "And then we scramble to put together a budget and support picture."

This time, Rowe decided to pose the question to her counterparts on the BBS. What she got back was a mix of curiosity, enthusiasm, light number crunching, and some pointed skepticism.

Greg Smith, the CIO at George Fox, responded, saying that universities should not worry about justifying iPad giveaways with precise cost-versus-value analyses. The shifts that are happening in higher-ed technology — particularly from bound textbooks and research materials to electronic versions — are "bigger than the iPad," said Smith. Universities know this change is coming, he said, so they should do what they can to enable it. "The iPad appears to be the perfect device for information at your fingertips which places it in the role to ignite the change," Smith said.

But Robert Paterson, CIO at Molloy College, protested, “Apple has done it again ... created a proprietary hardware with no particular purpose, except it may be cool and then sell, sell, sell.”

Without a firm agenda in place for how the new technology is meant to be used, 5% of students at most might figure out a novel use of the iPad for learning, he said — too few to justify a campus-wide giveaway. By the time a substantial proportion of students start following the examples of the early innovators, Paterson said, “multiple iterations, improvement, enhancements to the tool have occurred... So you throw away the one first adopted in favor of better and cheaper versions.”

Stephen Landry, CIO at Seton Hall University, said that while he is more confident about students’ ability to adapt new devices into their learning processes, “it is wise to have concrete learning objectives that we hope to achieve by deploying that technology” nonetheless. “We should be able to discuss this with the students and parents who may want to know why tuition is going up and with our faculty who may want to know why we aren’t hiring more instructors,” Landry wrote. For example, he said, when Seton Hall first started giving out laptops in 1998, it did so as part of an effort to redesign its first-year English and math curriculums in order to improve learning outcomes through better use of technology.

Other considerations

In an interview with Smith, the George Fox CIO, said that, more than getting students to use the iPad toward educational ends, campuses that choose to make it standard hardware could face pushback from professors, many of whom are used to using Microsoft Office’s suite of tools — Word, Power Point, Excel, etc. — to assign and receive student work (the iPad, unlike Apple’s Macbook laptop, does not run Microsoft Office).

He said that having to adjust to new technologies — regardless of whether students are likely to want them — gives professors everywhere jitters. “The biggest fear starting to grip [professors] is that ... e-textbooks might actually become reality,” Smith said — acknowledging that there are exceptions, but they are the minority. “You know that the biggest fear of a professor is having to change how they deliver their course.”

And then there’s the observation made by a number of reviewers that the iPad is much better for consuming content than creating it — and content creation — of papers, presentations, video projects, etc. — is a big part of being a college student.

But Smith is not worried. One of the reason George Fox is phasing out its laptop program by way of the iPad giveaway is because most students there already have laptops — or at least have access to computers more oriented to creation. Besides, if you set up an iPad with its docking station and external keyboard — both of which George Fox will be providing to students — it is basically a desktop computer, he said.

http://www.usatoday.com/news/education/2010-04-05-IHE-colleges-give-iPads-to-students05_N.htm

1. None of the iPads can get access to the Web if it is not near a hot spot. ☐
2. Every student from George Fox University will get an iPad this year. ☐
3. Higher-ed technologists questioned the costs and benefits of giving iPad to students in some universities. ☐
4. According to Greg Smith, universities should be more concerned about what happens in high-ed technology than the cost and value debate of using iPad. ☐
5. Robert Paterson concludes that most students cannot figure out a new use of iPad for learning without a firm arrangement in place for how to use it. ☐
6. Most universities are supportive of giving students iPads. ☐
7. Stephen Landry believes that students can adapt to the new model of learning with iPad. ☐
8. That some professors object to using the iPad may be due to the fact that they are used to using _____.
9. The biggest fear of the professors is not adjusting to new technologies but changing the way of _____.
10. A number of reviewers observe that iPad is much better for consuming content than _____.

Reading in Depth

Text B-1

Directions:

Read the passage quickly and choose the best answer from the four choices marked A, B, C and D for each question.

Accelerate Your Career with Fast Online Degree

In this day and age, more people are turning to online colleges to obtain accelerated degrees that will help enhance their careers. With fast degrees, you can obtain a college education in less time than ordinary degree programs would take. There are many benefits to furthering your education in this manner, and many online colleges and universities are starting to offer accelerated online master's degree in many courses of study, including business, accounting and several others. If you're interested in pursuing one of these fast degrees, it's important to keep several things in mind before committing to a course of study.

When pursuing accelerated quick degrees via distance education, you can finish your

course of study up to 50% quicker than a traditional degree program would take. What's more, these fast degrees are generally much less expensive because they can be delivered quickly through a variety of educational mediums. Accelerated degrees aren't generally for everyone. Usually, these programs are designed for adult learners with a desire to enhance their career field with a degree they can complete in less time than a traditional institution would require. Because you can bring your own life experiences to the table, online degrees are ideal for the working professionals with a desire to better themselves in the workforce.

While many people will attempt to tell you that online learning is easier than learning through a traditional classroom setting, this is actually a myth. To succeed in an accelerated degree program requires intense motivation, self discipline and a high level of determination to achieve your educational goals. What's more, it's important to learn how to manage your time effectively between juggling a career, home life and school. While accelerated degrees offer convenience and a chance to study at your own pace, these fast degrees require as much work and concentration as a traditional program of study would.

Because with accelerated degrees you are learning a vast amount of material within a small time frame, it's easier to remember the information you learn because it's delivered over a period of weeks rather than months. This type of course structure requires intense concentration, but you're able to focus on one specific topic, and the information is delivered in a highly condensed format. The convenience just can't be beat as far as fast degrees go, and you're able to learn a wide variety of things in a short amount of time compared to a traditional classroom setting.

Obtaining an accelerated quick degree from an online college is not for everyone. Before you commit to an online program, you need to take a look at yourself and analyze your situation. Do you possess a proactive personality? Are you willing to complete tasks on your own without someone holding your hand along the way? To be truly successful in this type of program, you need to be a very independent individual. As long as you have the motivation and desire to succeed, you can achieve anything you want through an online degree.

Provided you do all of your research before jumping into the college waters, you'll be able to find an accelerated degree program that works for you. With accelerated degrees, you need to have the ability to manage your time effectively, because it's very easy to get behind in your coursework if you aren't keeping up with the rest of the class. Fast degrees are definitely a convenient way to further your education online in a shorter amount of time, but online study requires an intense amount of drive and focus. If you have the willingness and desire to get the work done, you will succeed in obtaining an accelerated degree online.

<http://www.onlineeducationfacts.com/online-education-facts/fast-online-degrees.htm>

1. More people, nowadays, are turning to fast online degrees to _____.
A. obtain a college education B. further their education

- C. pursue better education D. help enhance their careers
2. Which of the following statements is NOT true?
- A. When pursuing accelerated degrees via distance education, you can save a lot of time.
 - B. When pursuing accelerated degrees via distance education, you can save a lot of money.
 - C. When pursuing accelerated degrees via distance education, you can save a lot of efforts.
 - D. When pursuing accelerated degrees via distance education, you can learn through a variety of educational mediums.
3. Which one is NOT needed if you want to succeed in an accelerated degree program?
- A. A high level of determination.
 - B. Commutation from home to school.
 - C. Intense motivation.
 - D. Self discipline.
4. Compared to a traditional classroom setting, _____.
- A. the fast degree program just focuses on one specific topic
 - B. the fast degree material is easier to remember since it is pretty easy
 - C. the fast degree program learning requires intense concentration, since its information is delivered in a highly condensed way
 - D. the fast degree program gives more information because it has special type of course structure
5. Accelerated quick degree from an online college is for those who possess the following qualities EXCEPT _____.
- A. proactive personality
 - B. willingness to complete tasks on their own
 - C. good time management
 - D. great ability to analyze situations

Text B-2

Directions:

Read the passage and decide whether the following five statements are T (T for true) or F (F for false).

Bringing Up an E-Reader

Julianna Huth, a second grader at Green Primary School, in Green, Ohio, is a convert to the digital world.

The 8-year-old uses both an iPad and a Nook, and she enjoys e-books at home and at