

(第一册)

# 新思路

## 大学英语阅读教程

隋玉玮 田淑萍 主编

# 1

New Way  
Reading  
Course

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## 大学英语阅读教程

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# 前言

## 编写此教程的意义

众所周知,阅读是提高外语水平的关键。学生课内外自主大量地阅读,会提高听、说、读、写、译的综合能力。在有意义的语境中记忆单词有助于扩大词汇量,从而使学生外语水平达到从量变到质变的飞跃。为提高大学生的英语综合应用能力和综合文化素养,同时增强其自主学习能力,我们课题组策划、设计和编写了《新思路大学英语阅读教程》系列。

### (1) 所针对的问题

目前的阅读教学普遍使用精读、泛读和快速阅读三种类型的教材,本教程是针对后两者而言的。本课题组在教学中发现,目前学生急需趣味性强、文章篇幅适中的英语阅读教材。如果阅读文章词汇过难,生词的处理方法不当,会阻碍学生思维的积极参与,不利于学生从篇章结构的角来理解文章。我们认为,为了更好地让学生理解阅读文章,应适当教给学生一些阅读策略。例如:回避策略。在三个层次上采取回避策略——词汇,句法,篇章。所谓词汇回避就是对不影响文章大意的生僻词汇采取放弃的策略;所谓句法回避就是对于结构复杂的句子,要抓住主体结构,放弃附属结构;对于篇章,我们则采用非重要信息放弃的回避策略。在教学实践中我们发现在阅读中使用回避策略,可以帮助学生提高逻辑思维能力,养成良好的阅读习惯,激发学生学习的兴趣,从而大大提高学生的阅读速度、理解力、判断力及推断能力,最终达到培养学生自主学习能力的目的。

### (2) 本教程的特点

本教程的宗旨是遵循现代外语教学理念,注重为学生创造自主学习环境,强调个性化学习,全面培养学生的英语综合应用能力,以阅读来带动说和写的能力。文章所选题材尽可能多地体现现实生活的方方面面,提炼出惯用的或地道的表达方式,以利于学生在今后工作实践和社会交往中能用英语有效地进行口头和书面的信息交流。同时,利用贴近现实的选材增强学生的社会认知能力和解决生活实际问题的能力,例如,有关价值观方面的文章,这样能有效地解除为学语言而学语言的尴尬。此外,学习者通过阅读获取最大量的语言输入不仅扩大了词汇量,而且温习了所学的词汇。我们认为,死记硬背对在特定语境下应用语言无甚裨

益,但在理解的基础上熟记一些好的句型和文章,对学习者说和写的能力的提高有很大的帮助。因此在阅读过程中,尽可能多背熟一些好的文章,大脑中多储存好的句型和文章,学习者在用英语表达自己思想的时候,无论是口语还是写作上都会感到得心应手。

### (3)本教程的结构

本教程共设计为4册。每册24个单元,3套自测题(每8个单元1套自测题)。我们从心理学角度去构思和设计每单元的编写框架及内容。如:每单元一个主题,分A、B篇,内容集泛读与快速阅读于一体,并且强调其趣味性与知识性。

**A篇**为泛读。根据不同级别选择字数在200~500词左右的文章,主题涉及生活哲理、名人轶事、智趣故事及科普知识等方面,每篇文章的生词量控制在5~6个左右。**B篇**为快速阅读。同样,根据不同级别选择字数在700~1200词左右的文章,主题涉及生活哲理、名人轶事、智趣故事及科技知识等方面,每篇文章的生词量最多不超过12个。

A篇后设有三种类型的题:第一题,仔细阅读词汇填空。这是阅读文章的概述,所填词汇均为常用词汇,此题要求学生从整体上理解文章,教师从写作技巧上指导学生如何写文章的摘要和概要。第二题,阅读理解题。考查学生对篇章结构及具体信息的理解及判断推理。第三题,翻译。本题意在培养学生在口语和写作学习中使用惯用的或地道的表达方式。B篇后设有判断对错和信息简答题。目的是培养、训练学生在最短的时间内很快地查找信息的能力,为学生在今后的工作中查找大量的信息铺平道路。

本教程是在经过两轮教学实践的基础上,历时一年的时间完成的。教程的第一册和第二册遵照教育部“大学英语课程教学要求”的三个层次中的“一般要求”编写:阅读速度达每分钟70词,快速阅读达每分钟100词,并在阅读中使用有效的阅读方法(在三个层次上采取回避策略);教程的第三册和第四册则遵照其“较高要求”编写:阅读速度达每分钟70词,快速阅读达每分钟120词,并在阅读中使用有效的阅读方法进行略读或寻读。四册教程总体要求学生能正确理解大意,并抓住主要事实和有关细节。

本教程从策划、构思、选材到编写得到了大连理工大学教务处的支持与资助。承蒙孔庆炎、姜怡教授对全稿的悉心审定,他们提出的宝贵修改意见提高了本教程的质量,在此表示由衷的感谢。

由于编者水平有限,纰漏难免,敬请读者批评指正。

编者

2006年9月

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# Learning Strategies

## Text A

### Motivation

By Jeremy Harmer

**W**hy are some students successful at language learning while others are not? If we knew the answer to that question the job of teaching and learning a language would be easy. We don't, of course, but we can point to a number of factors which seem to have a strong effect on a student's success or failure.



People involved in language teaching often say that students who really want to learn will succeed whatever the **circumstances** in which they study. All teachers can think of situations in which certain "motivated" students do significantly better than their peers; students frequently succeed in what appear to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory. In the face of such phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.

Motivation is some kind of internal drive that encourages somebody to **pursue** a course of action. If we **perceive** a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Goals can be of different types; for example, if we are determined to own a new car or a house we may work overtime in order to earn the necessary money. If we want to win a TV general knowledge quiz we may put in incredibly long hours of fact-learning activity.

Language learners who are motivated perceive goals of various kinds. We can

make a useful **distinction** between short-term goals and long-term goals. Long-term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short-term goals might include such things as wanting to pass an end-of-semester test or wanting to finish a unit in a book.

In general, strongly motivated students with long-term goals are probably easier to teach than those who have no such goals.

(334 words)

**1 Study the words and phrases in the box and fill in the following blanks.**

- |                   |                 |             |
|-------------------|-----------------|-------------|
| A) motivation     | B) distinction  | C) whatever |
| D) desire         | E) motivated    | F) goal     |
| G) significantly  | H) short-term   | I) peers    |
| J) circumstances  | K) sufficiently | L) pursue   |
| M) investigations | N) perceives    | O) factor   |

Jeremy Harmer points out in *The Practice of English Language Teaching* that interest and (1) \_\_\_\_\_ can lead a student to his success. He did (2) \_\_\_\_\_ among teachers and students and found if a (3) \_\_\_\_\_ student had a long-term (4) \_\_\_\_\_ in learning English language, he would do (5) \_\_\_\_\_ better than his (6) \_\_\_\_\_. Motivation can encourage a student to (7) \_\_\_\_\_ a course of action. If he (8) \_\_\_\_\_ a goal and that goal is (9) \_\_\_\_\_ important for him, he will be strongly motivated to do (10) \_\_\_\_\_ is necessary to reach that goal.

**2 Read the text again and choose the best answer from the four choices marked A, B, C and D.**

- The teachers' job would not be difficult if they know \_\_\_\_\_.  
A. how to teach students who have difficulty in language learning  
B. why some students are good at language learning  
C. the answers to some problems which unsuccessful students always face  
D. all the facts mentioned above
- What does the text mainly tell us?  
A. Why some students are successful at language learning while others are not.  
B. How to motivate students who have a long-term goal in language learning.

- C. Motivation plays an important role in language learning.  
D. A student's motivation is more important than his interest in language learning.
- 3) **One of the factors which seems to have a strong effect on students' success in language learning is \_\_\_\_.**  
A. interest  
B. a reasonable teaching method in class  
C. motivation  
D. a goal that students bring to class
- 4) **The author gives us some examples in Para. 3 to indicate that \_\_\_\_.**  
A. how a person perceives his goal  
B. why there are different kinds of goals  
C. how a person can be motivated  
D. why an attractive goal is important
- 5) **Why are motivated students with long-term goals easier to teach than those who have no such goals according to the text?**  
A. Because internal motivation inspires them.  
B. Because teachers know they have long-term goals.  
C. Because they know they must study well.  
D. Because they are more intelligent.

**3 Complete the following sentences by translating the Chinese given in brackets into English.**

- 1) Parents should pay more attention to their behavior because that would \_\_\_\_\_  
(对孩子们有极大的影响).
- 2) Some students succeed in language learning despite \_\_\_\_\_  
(使用了专家认为不满意的方法).
- 3) With the Internet, we can communicate with people \_\_\_\_\_  
(世界各地).

**NEW WORDS AND EXPRESSIONS**

circumstance	['sə:kəmstəns]	n. 环境; 详情
pursue	[pə'sju:]	vt. 从事, 追赶
perceive	[pə'si:v]	vt. 觉察, 认识到
distinction	[di'stɪŋkʃn]	n. 区别, 差别

## Text B

## A Language Teacher's Personal Opinion

By Will Pidcroft

**E**very day I see advertisements in the newspapers and on the buses **claiming** that it is easy to learn English. According to these advertisements, with very little effort on the student's part, he will be able to speak the language fluently in three months or even ten days. There is often a reference to Shakespeare or Charles Dickens to encourage him even more. When I see advertisements like this, I don't know whether to laugh or cry. If it were as easy to learn English as they say, I would have to look for another job, because very few **qualified** teachers would be needed. But a large number of people must believe these **ridiculous** claims, or else the advertisements would not appear.

It is natural for students to be attracted to methods that will teach them as quickly and efficiently and cheaply as possible. But it is difficult for anyone to explain in simple language why one method is better than another, and it is no use pretending that someone has discovered a perfect way of teaching English in every possible situation. Some experts even argue that there are as many good methods of teaching a language as there are good teachers, because every teacher is an individual with his own **personality**. No doubt this is true to a certain extent, but it is not very helpful to students.

There are many old-fashioned people in teaching profession and it is easy for some experts to tell us how to teach and how to learn, but it is difficult for them to communicate with the students. For a long time people believed that the only way to learn a language was to spend a great deal of time in a country where it was spoken. Of course it is clear that students who go to England to learn English have a great advantage over others, but a large number of students cannot afford to do so. Some students go to the opposite extreme and think they can teach themselves at home with dictionaries. But it is wrong to **assume** that each word in English has a precise **equivalent** in another language and vice versa<sup>①</sup>, and it is impossible for any translation method to provide students with the natural forms of a language in speech, let alone<sup>②</sup> produce good pronunciation and **intonation**.

A great deal of teaching is still based on behaviourist psychology. Behaviourists are fond



of making students repeat phrases and making them do exercises where they continually have to change one word in a sentence. If we were parrots or **chimpanzees**, these methods might be successful. A large number of theorists seem to think it is a pity we aren't, because it would make it easier to use their methods.

In my personal opinion, no one can ever learn to speak English or any other language unless he is interested in it. Human beings, unlike parrots and chimpanzees, do not like making noises unless they understand what the noises mean and can relate them to their lives. It is worth remembering that language is a means of communication. What people want to say and write in another language is probably very similar to what they want to say and write in their own. What they listen to and read cannot be a **formula**. It must be real.

There is another relevant point worth mentioning here. We need other people to talk to and listen to when we communicate. If what we are learning is strange to us, it will be helpful if there are other students around us who can work with us and practice the unfamiliar forms with us in real situations, talking to each other about real life in real language.

(623 words)

### Reading Comprehension (Skimming and Scanning)

(10 MINUTES)

**Directions:** You will have 10 minutes to go over Text B quickly and answer the questions as follows.

**For questions 1–7, mark**

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

**For questions 8–10, complete the sentences with the information given in Text B.**

- The text mainly describes that different teachers or students use different teaching or learning methods and learning English well is not an easy job.  
(Y N NG)
- The author would hunt for another job if a large number of people want to see those ridiculous advertisements appear again.  
(Y N NG)
- Students who succeed in language learning find a right way teachers use.  
(Y N NG)
- It is wrong for teachers to use translation method to teach students.

(Y N NG)

5. If people want to study English well, they must go abroad.

(Y N NG)

6. There are too many old-fashioned people in the teaching profession.

(Y N NG)

7. Many theorists believe that their teaching methods can be used to teach some animals.

(Y N NG)

8. The author doesn't agree with teaching based on behaviourist psychology because \_\_\_\_\_.

9. The author believes that students who succeed in language learning must be \_\_\_\_\_.

10. The purpose for us to learn English is to \_\_\_\_\_.

### NEW WORDS AND EXPRESSIONS

claim	[kleim]	vt. 声称,主张
qualified	['kwɒlɪfaɪd]	a. 具有资格的,适合的,胜任的
ridiculous	[rɪ'dɪkjʊləs]	a. 荒谬的,可笑的
personality	[pə:sə'næləti]	n. 个性,人格
assume	[ə'sju:m]	vt. 假定,设想
equivalent	[i'kwɪvələnt]	n. 相等物
intonation	[ɪntəu'neiʃn]	n. 语调,声调
chimpanzee	[tʃɪmpən'zi:]	n. 黑猩猩
formula	['fɔ:mjələ]	n. 公式,规格,客套话

### NOTES

1. vice versa 反之亦然
2. let alone 不管,更不用说





● ● ● ● ● ● ● ● ● ● ● ●

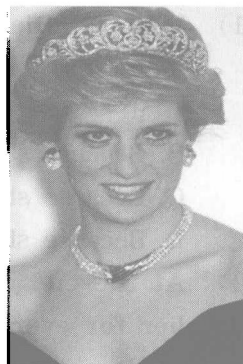
**Text A**

## Princess Diana

*By Cherry Gilchrist*

*"I don't think many people will want me to be Queen. I do things differently—I don't go by<sup>1</sup> a rule book."*

**D**iana Spencer was the beautiful English princess who changed the picture of the **Royal Family**<sup>●</sup>. She did not become the Queen of Britain, but to the people of the country she did become a “Queen of Hearts”.



She grew up almost next door to the Royal Family. She didn't guess that one day she would be a princess too. Prince Charles was already a young man when she was only a little girl. They met at a few parties and married. Diana brought new colour to the Royal Family, and also to the more serious side of her life. She wanted to change things in the world, and she helped many people through her work for **charity**.

Sadly, her **fairy-tale** marriage went wrong, and she learnt to live and work alone. But she was still so popular that reporters and photographers followed her everywhere. They were following her car when it **crashed** in Paris in August 1997. The accident killed Diana and her new boyfriend, Dodi.

Her life ended when she was 36, but people will remember her for ever.

**(201 words)**