

大学英语

阅读教程

(二)

College English Reading

杨辉 总主编



华中科技大学出版社

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大学英语阅读教程（二）

College English Reading

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前 言

《大学英语阅读教程》是以外语教学理论为指导,全面贯彻《大学英语课程教学要求》的精神编写而成的,通过拓展阅读,学生能够提高英语水平、开拓知识视野。本教程是针对大学生的学习特点和英语学习现状而编写的,共四册。

根据新颁布的《大学英语课程教学要求》,快速阅读的速度应为每分钟 100 个单词;能掌握国内英文报刊文章的中心意思,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材料。为了适应这一要求,在新改革后的大学英语四、六级考试中,快速阅读理解部分的分值比例为 10%。本教程以敏锐的眼光捕捉到了这一变化,始终把快速阅读能力的培养放在首位,以阅读技巧、阅读方法为主线,体现“精讲多练”的原则,旨在使学生能按《大学英语课程教学要求》,掌握阅读技巧,高效、快速阅读中等水平的一般性题材的英语文章,能进行一定的分析、推理和判断,以促进应试能力及实际应用能力的提高。

本教程共分四册,第一册围绕“运用语言技能理解文章”这一层面的阅读技能展开训练;第二册重点解析和训练“辨别和理解中心思想和重要细节”这一层面的阅读技能;第三册训练“运用专门的阅读技能(略读、查读)”这一层面的阅读技能;第四册提高难度,把前三册的阅读技能贯穿于其中。每册分为 8 个单元,各单元由同一题材的 2 篇文章、生词注释、有关文化背景介绍、练习等组成。为了配合学生参加大学英语四、六级考试,每个单元增加了阅读训练部分,由 3 篇配有选择练习题的小短文组成;同时在主课文的练习中,增加了汉译英练习。

本套教程的编写体现了如下特点。

(1) 本教程由具有丰富的教学经验的大学英语教师分工协作、集体编写而成,具有很强的专业性。

(2) 本教程在编写过程中充分吸收我国在外语教学方面长期积累起来的行之有效的经验和方法,取各家之长,兼容并蓄,能适应多种英语教学的要求。

(3) 本教程旨在通过教师的“精讲”和学生的“多练”来提高学生学习的主动性、积极性和创造性。

(4) 本教程选用当代英语常见语体或文体的典型样本作为素材,内容新颖,搜选范围主要是近五年来英美国家出版的图书、报纸、杂志或最新的网络文章,涵盖教育、科技、政治、经济和文化等各个方面,阅读文章素材具有时代性、可读性、文化教育性和针对性。

(5) 本教程练习题型的设计均按照最新的大学英语四、六级考试标准和难度

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进行。文章后附设了 6 种题型:一是快速阅读(包括是非判断题和句子填空题);二是阅读理解(多项选择题);三是篇章理解(选词填空题),依据阅读文章的内容,编出一篇小短文,留出 10 个空,给出 15 个词供读者进行选择填空;四是简答题,一般用问句形式命题,要求读者作简短回答;五是翻译题,共 5 个句子,句中一部分已用英文给出,要求学生根据全句意思将汉语部分译成英语;六是讨论题,对文章内容提出 2 个问题,供学生讨论。各题型的题量适当,这样可以帮助学生逐步熟悉考试形式,更好地为四、六级考试作准备。

杨辉教授担任本套教材的总主编,设计了“编写提纲”和“编写要求”;张淑莲、李显、邵光庆、荆燕老师完成了全套书的选材工作,对所选文章进行了严格的筛选、分类和分册处理。

在《大学英语阅读教程》的策划、编写和出版过程中,得到了山东轻工业学院教务处和外国语学院的支持和帮助,在此一并表示感谢!

在《大学英语阅读教程》的编写过程中,由于时间仓促,书中存在的不足或错误之处,敬请读者不吝赐教。

编 者
2009 年 2 月

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Unit 1 Education

Part 1 Reading Text

Chinese Learning Strategies in the 21st Century

Anna Greenspan

Pre-reading Introduction

Unlike western students who can enjoy relaxation at school, Chinese students face heavy workloads and are lack of flexibility. Realizing the situation, China has carried out quality education. However, many people do not believe it will bring major changes because of the testing system deeply rooted in China. Thanks to the system, Chinese students do exhibit some shocking capacity as well as inability. Hence, where should Chinese education go?

Western students enjoy a seemingly relaxed educational experience. This, however, is not the case for students in Asia, who face crushing workloads and are often very disciplined.

A Driven Youngster

When Rousseau Chen, a Shanghainese father, wanted to take his 14-year-old daughter Shelly on holiday, for example, she refused. She told him that the vacation might disrupt her studies. Shelly Chen is at the top of the class at the Shanghai foreign language school, one of the city's best middle schools. Already near fluent in English, she is studying German and ranks among the highest in her grade in physics. Her goal is to get a full scholarship to Harvard to study biochemistry.

Lack of Flexibility

A lack of flexibility and inability of individuals to take the initiative affects the entire service sector, paralyzing employees at every level. Arriving late for the set breakfast at a five-star hotel in Chengdu, for example, I, along with a group of other

foreigners, found that the coffee had run out. Our request for more threw the staff into crisis. It was not until a series of meetings had been held and permission sought from senior management that a fresh pot could be brewed. Passing even trivial problems up the management hierarchy in this way is simply impossible in a sophisticated post-industrial society.

Quality Education

Few doubt that for China to climb the value chain and evolve beyond its current position as factory to the world, it must start to cultivate creative thinking that cannot be taught through rote learning and memorization. In order to foster these missing capabilities, China has implemented a set of reforms known as “quality education”.

This policy, which aims to teach creativity and emphasize character development, has resulted in certain concrete shifts including changes to textbooks, an increased emphasis on oral skills in language learning — and various attempts to get teachers to encourage student participation.

Chinese Skepticism

Most Chinese, however, are skeptical that anything other than surface transformation is taking place. As they are quick to point out, the underlying issue — an education system rooted in standardized tests — has yet to be altered.

China has a long history of standardized tests, beginning with the ancient imperial exams initiated during the Sui Dynasty (581 — 618). Used for over 1 300 years as a method of selecting government officials, some suggest that official exams should be counted as one of China’s major ancient inventions alongside gunpowder, paper money, printing and the compass.

Today, national tests determine which elementary, high school and university a student will attend. They are still the single most important factor in deciding one’s general career path.

The Testing Period

The testing period — especially of the college entrance exams — is a major event throughout the Chinese mainland. In Shanghai, government regulation has established “green protection zones” around exam sites where construction projects are suspended and traffic is redirected.

Taxi companies offer thousands of cars to be reserved in advance. Oral test questions are played out over the radio — and there are even stories of late students receiving police escorts to get them to the exams on time.

However crucial in the cities, the nationalized tests are even more important in the countryside, where they are seen as the only way to escape an otherwise dismal social fate.

Concerns over the Strenuous Testing System

The weight given to testing is regularly criticized throughout Chinese society. Newspapers and magazines commonly report on the extreme pressure of the general exams.

Stories range from concerns over the suicide rate to bizarre anecdotes like the one about girls in Guangdong province who are said to have bought up mass quantities of contraceptive pills(避孕药物)and then taken them during the test period — in the hope of warding off the ill effects of their menstrual cycle.

Despite these concerns, there is little real impetus for the testing system to change. In China, standardized tests are seen as the only way to guarantee meritocracy(精英管理)and ensure fairness. The Canadian method of granting university admission on the basis of interviews and grade point averages is seen as far too subjective.

In China, many believe that in a system like this the best schools, universities and jobs would go only to those with the right connections.

Finding the Best System

Like the Japanese — who experimented with and then abandoned a policy of “loose education” because of its negative effects on standardized exams — the Chinese say they value creative learning, but will not accept any educational reform which sacrifices test scores.

China’s emphasis on memorization and rote learning has significant consequences. Students are taught that all questions have but one right answer and there is little room for debate and original thought.

A Shocking Capacity for Memorization

Subjects like history and politics are focused solely on dates and names. Even the Chinese language exam, which requires students to write essays, allocates grades according to how well one can quote classical texts and idioms.

As a result, Chinese students develop what appears to many Westerners as a shocking capacity for memorization. Many are able to recite entire articles and there are stories of some who are capable of committing the entire dictionary to memory.

Even more terrifying for parents of young children like me, some preschoolers have already learned hundreds of Chinese characters and many are trained to reel off(熟练背

诵) Tang poetry. Chinese students thus regularly achieve near-perfect scores on the standardized exams of Europe and America.

Ill-prepared for Western Education

Yet, when they go abroad many of these students find they are ill-prepared for Western education. Chinese students with phenomenal TOEFL (Test of English as a Foreign Language) scores are often incapable of taking part in simple English conversation.

At least one graduate school in one of America's most elite universities has now become wary of accepting students from China for this reason.

Difficulty in Going Abroad

Assumed skills such as in-class participation, seminar presentations and individual research projects, common practice in elementary schools in North America, are largely unheard of in the Chinese classroom — even in most universities.

Moreover, the stress on original thinking and strict rules regarding plagiarism(剽窃, 抄袭) often seem baffling to students from China. An American teacher working in Yunnan province tells of encountering this cultural divide when two students handed in the exact same essay for an in-class exam.

After questioning them, it became clear that both students had memorized the same passages in preparation for the test.

Reflections of Cultural Differences

When the teacher tried to explain that she wanted work that originated with the student they replied with incomprehension: If I memorize it, why isn't it my own? This difference in attitude speaks to the more profound issues underlying the differences in Eastern and Western education.

If North Americans are to pick up the math and science skills common amongst Chinese or if Chinese are to develop the creativity of North Americans, it is not enough to implement change in the classroom. It is the culture at large that needs to be transformed.

(1 192 words)

From: <http://www.theglobalist.com/StoryId.aspx?StoryId=5264>

Notes to the Text

1. This, however, is not the case for students in Asia, who face crushing workloads and are often very disciplined. 尽管如此, 但对于那些整日面对繁重的功课而又非常遵

守纪律的亚洲学生来说，情况却是不一样的。

2. A lack of flexibility and inability of individuals to take the initiative affects the entire service sector. 个人灵活性以及创造精神的缺乏会影响到整个服务业。

About the Author

Anna Greenspan works as a Shanghai-based independent scholar in the areas of digital culture and globalization. She has published a book entitled *India and the IT Revolution: Networks of Global Culture* as well as a number of articles on the rise of India and China. An associate research scholar with the Globalization Institute at McMaster University in Canada, Ms. Greenspan is currently teaching a course on Western political thought to members of the Shanghai government. She is also a mother living in Shanghai who will soon have to confront questions about cross-cultural learning directly in the education of her young son.

New Words and Expressions

- disciplined /'dɪsɪplɪnd/ *adj.* obeying the rules, trained mentally or physically by instruction or exercise 受过训练的，遵守纪律的
- flexibility /'fleksə'bɪlɪtɪ/ *n.* the property of being easily bent or shaped, the quality of being adaptable or variable 灵活性，柔韧性
- cultivate /'kʌltɪveɪt/ *v.* try to develop and improve something 培养，耕作，栽培
- paralyze /'pærəlaɪz/ *v.* make powerless and unable to function 使……瘫痪，使……麻痹
- brew /bru:/ *v.* pour boiling water over tea or coffee to make it ready to drink 沏茶，冲咖啡
- hierarchy /'haɪərə:ki/ *n.* a series of ordered groupings of people or things within a system 等级制度
- skeptical /'skeptɪkəl/ *adj.* unwilling to believe what other people tell you 怀疑的
- escort /ɪs'kɔ:t/ *n.* the act of accompanying someone or something in order to protect them 护卫，护送
- dismal /'dɪzməl/ *adj.* causing dejection 阴沉的，凄凉的，暗的
- strenuous /'strenjuəs/ *adj.* characterized by or performed with much energy or force 奋发的，热心的，有奋斗之必要的
- impetus /'ɪmpɪtəs/ *n.* a force that moves something along 动力，推动力
- seminar /'semɪnɑ:/ *n.* a meeting for an exchange of ideas, a course offered for a small group of advanced students 研讨会，(大学的)研究班

13. originate /ə'ɹɪdʒɪneɪt/ v. start to develop in a particular place, time, situation, etc.
发源, 发生, 发起

Exercises

I. Fast Reading (15 minutes)

Directions: 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 statement is not given in the passage. For questions 8—10, complete the sentences with the information given in the passage.

1. Shelly Chen refused to spend holiday just because she thought it might disturb her studies.
2. “Quality education” aims only to teach creativity.
3. More foreign teachers are needed according to the reform.
4. More Chinese are skeptical that anything other than surface transformation is taking place.
5. China has a long history of standardized tests, beginning from Tang dynasty.
6. In the testing period, taxi companies offer thousands of cars to be reserved in advance in Shanghai.
7. Chinese students develop what appears to many Westerners as a shocking capacity for writing.
8. According to the view of the author Western students _____ a seemingly _____ experience.
9. The writer agrees that Chinese students are lack of _____.
10. China has implemented many reforms to foster those missing capabilities, which include _____.

II. Reading Comprehension (Reading in Depth)

Directions: The following are five questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice.

1. Which adjective can describe the Chinese students according to the passage?
A. Creative. B. Disciplined. C. Lonely. D. Independent.
2. What kind of reform is not included in China’s “quality education”?
A. Various attempts to get teachers to encourage student participation.
B. An increased emphasis on oral skills in language learning.
C. An increased need for foreign teachers.

- D. Some changes to textbooks.
3. What does the phrase “ward off” mean in Para.9?
 A. Keep close. B. Hold off. C. Leave away. D. Send out.
4. Which of the following statement is true?
 A. China abandoned a policy of “loose education” because of its negative effects on standardized exams.
 B. The Chinese say they will accept some educational reforms which sacrifice test scores.
 C. Memorization is the only focus in China’s education.
 D. Chinese students are taught that all questions have one or more right answers.
5. What’s the main idea of this passage?
 A. People think that western students like the way Asian students do.
 B. It’s very significant to cancel all the exams in China in order to reduce the pressure on students.
 C. We should help those students who feel difficult in going abroad.
 D. China’s educational system should be altered because of many problems, such as causing much pressure to students or parents, so there’s an increasing desire to make education more American in China.

III. Passage Understanding

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter.*

You may not use any of the words in the bank more than once.

Shelly Chen was a girl of 14, who refused to spend holiday for the reason that the vacation might 1 her studies. Many other Asian students like Shelly face crushing 2 and are very 3 . However, they are lack of 4 , which will 5 the development of China. Then, in order to emphasize these capabilities, China has 6 a set of 7 , such as creativity training and character development. Even so, most Chinese point out that an educational system 8 in standardized tests has yet to be changed.

In spite of this, the national tests are still the most 9 factor in deciding one’s future career, which have taken great pressure to youngsters so that they have no choice but to choose to suicide or do some other extreme things. All these phenomena are due to China’s educational system, which emphasizes memorization

and rote learning. For this reason, Chinese students have a shocking capacity for memorization but 10 of putting theories into practice. That's why those Chinese students feel difficult in studying abroad. Now many people agree that education should be made more American in China if the country wants to go further in economy and other fields.

| | | | | |
|-------------|-----------|----------------|----------------|-----------------|
| A. further | B. choice | C. reforms | D. disrupt | E. incapability |
| F. practice | G. hinder | H. suicide | I. workloads | J. disciplined |
| K. foster | L. rooted | M. significant | N. implemented | O. creativity |

IV. Short Answer Questions

Directions: Answer the questions or complete the statements in not more than 10 words. Your answer may be a word, a phrase, or a short sentence.

1. When the author arrived at a five-star hotel in Chengdu, did the staff serve a fresh pot of coffee immediately as the author required?
2. What's the attitude of the most Chinese people toward "quality education" policy?
3. In the testing period, which exam is paid much attention to throughout the Chinese mainland?
4. What's the public opinion to the weight given to testing in China?
5. What's the traditional emphasis as to China's education?

V. Translation

Directions: Complete the sentences by translating the Chinese given in brackets into English.

1. It is not only Western expatriates that _____ (产生好奇) when hearing about students like Shelly.
2. Incapability of _____ (发挥主观能动性) affects the entire service sector.
3. After _____ (一系列) meetings, a fresh pot of coffee was brewed.
4. The "quality education" policy has _____ (造成) some changes.
5. They point out that the _____ (潜在的) issue has yet to be altered.

VI. Questions for Discussion

1. Which kind of educational system do you prefer, Asian or Western? Give some reasons.
2. What are the advantages and disadvantages of China's educational system? Give some examples.

Part 2 Reading Skill

Retaining Concepts and Organizing Facts

Efficient reading demands more than simply remembering facts. It requires the reader to retain concepts and organize facts. A conscious reader must combine facts and ideas mentally, make generalizations, and gain greater insight and deeper understanding from all his reading. The combining process is made easier if he understands how facts and ideas are organized in writing.

An important point to remember is that writers often organize their supporting details according to some particular pattern. Their thoughts do not wander aimlessly; instead they are developed logically.

You may recognize the following five methods of organizing details.

1. Order of importance: When a writer wishes to place more emphasis on a particular supporting detail, he will use this organizational pattern.

2. Order of time: Time order, often called chronological order, is used often by historians, fiction writers, and journalists.

3. Order of spatial development: This is the order most frequently used in description. Details are arranged the way they are seen from a particular advantage point so that the reader may follow the description easily.

4. Order of cause and effect: When one thing is the result of something else, a writer uses cause and effect development.

5. Order of comparison and contrast: Facts which are compared or contrasted are often easier to remember than those which are simply listed. This pattern is especially suited to writing about the unfamiliar or the complicated.

Exercise

Directions: *The sentences of each paragraph are presented in a random order. Read them carefully and then put them in a correct order.*

1. a. There they have solved their food problem by a kind of inverse exchange.
- b. In the evening, full-fed, they return to the city.
- c. In some smaller cities sparrows are still plentiful.
- d. In the mornings, they fly out to the country to forage in grainfields and barnyards.

The correct order is: _____.

2. a. In 1960 its population numbered 21 723.

- b. Before 1945, hardly anyone outside of New Mexico had ever heard of Alamogordo.
- c. The land around it was largely desert, and largely empty.
- d. Ever since 1898, when the town had been built by the Southern Pacific Railroad, Alamogordo had been a lonely town.

The correct order is: _____.

- 3. a. When news of the atomic bomb and its destructiveness was announced, people all over the world wondered what other new weapons were being prepared in the New Mexico desert.
- b. Some even doubted the wisdom of using so powerful a weapon.
- c. But no one doubted that a new kind of war—and a new kind of world—had begun at Alamogordo, one summer morning in 1945.
- d. Some people doubted that the secret of making atomic bombs could be kept from other countries.

The correct order is: _____.

- 4. a. "... We are not about to enter the Information Age but instead are rather well into it." Present predictions are that by 1990, about thirty million jobs in the United States, or about thirty percent of the job market, will be computer-related.
- b. And now educational experts, administrators, and even the general public are demanding that all students become "computer literate". By the year 2000 knowledge of computers will be necessary in over eighty percent of all occupations.
- c. Soon those people not educated in computer use will be compared to those who are print illiterate today.
- d. In 1980, only twenty-one percent of all United States high schools owned one or more computers for student use.
- e. In the fall of 1985, a new survey revealed that half of United States secondary schools have fifteen or more computers for student use.

The correct order is: _____.

- 5. a. The Lincoln Memorial in Washington, D. C., is a monument to Abraham Lincoln.
- b. The center section is open to the front of the monument.
- c. The rooms on the left and the right are separated from the center section by a row of columns.
- d. Here there is a large statue of Lincoln, seated in a chair facing the entrance.
- e. The interior of the monument is divided into three sections.
- f. Two of Lincoln's famous speeches are engraved on the walls of these rooms.