

大学英语系列教材
College English Series

ENGLISH 大学英语 阅读进阶

新版

COLLEGE

ENGLISH

2

主 编 朱万忠 韩 萍

Progressive Extensive Reading



重庆大学出版社

<http://www.cqup.com.cn>

大学英语系列教材
College English Series

ENGLISH 大学英语 阅读进阶 2

COLLEGE

ENGLISH

新版

Progressive Extensive Reading

主 编 朱万忠 韩 萍
编 者 (按姓氏笔画排列)
王 艳 朱万忠 孙 凌
李小辉 韩 萍

重庆大学出版社

内 容 提 要

《大学英语阅读进阶》(新版)是根据教育部新颁布的《大学英语课程教学要求》(试行)对《大学英语阅读进阶》(1~6册)作的一个全新的修改,也是大学英语系列教材之一,旨在逐步培养学生的阅读技能和良好的阅读习惯以及阅读方式,提高学生英语阅读能力,并帮助学生通过有效的阅读,获取知识,拓宽视野。

新版分为1,2两册,本册为第2册。每单元以阅读技能为主线,通过对各个微技能的讲解,增强读者的认识,并通过举例来阐述各个微技能在阅读过程中的应用。本书也提供了实践训练的机会,以便巩固学生对各个微技能的掌握。为了提高学生的综合阅读能力,扩大阅读量,本书在每个单元还编写了三篇文章作为补充读物。每篇文章长度适中,编写的练习题型与大学英语四、六级考试题型类似,有助于学生作充分的应试准备。

本书可作为阅读课程教材使用,可用作学生的课外补充学习资料,也可作为具有相应水平的学生和英语爱好者的自学课本。

图书在版编目(CIP)数据

大学英语阅读进阶. 2/朱万忠,韩萍主编.—2版.
重庆:重庆大学出版社,2006.9
(大学英语系列教材)

ISBN 7-5624-3821-8

I. 大... II. ①朱... ②韩... III. 英语—阅读教学
—高等学校—自学参考教材 IV. H319.4

中国版本图书馆CIP数据核字(2006)第101055号

大学英语阅读进阶2(新版)

主 编 朱万忠 韩 萍
责任编辑:杨 琪 版式设计:牟 妮
责任校对:夏 宇 责任印制:赵 晟

*
重庆大学出版社出版发行
出版人:张鸽盛
社址:重庆市沙坪坝正街174号重庆大学(A区)内
邮编:400030
电话:(023) 65102378 65105781
传真:(023) 65103686 65105565
网址: <http://www.cqup.com.cn>
邮箱: fxk@cqup.com.cn (市场营销部)
全国新华书店经销
重庆现代彩色书报印务有限公司印刷

*
开本:787×960 1/16 印张:11.75 字数:237千
2002年8月第1版 2006年9月第2版 2006年9月第6次印刷
印数:27 001—32 000
ISBN 7-5624-3821-8 定价:19.00元

本书如有印刷、装订等质量问题,本社负责调换
版权所有,请勿擅自翻印和用本书
制作各类出版物及配套用书,违者必究

请按此裁下寄回我社或在网上下载此表格填好后E-mail发回

教师信息反馈表

为了更好地为教师服务,提高教学质量,我社将为您的教学提供电子和网络支持。请您填好以下表格并经系主任签字盖章后寄回,我社将免费向您提供相关的电子教案、网络交流平台或网络化课程资源。

书名:		版次	
书号:			
所需要的教学资料:			
您的姓名:			
您所在的校(院)、系:	校(院)		系
您所讲授的课程名称:			
学生人数:	____人	____年级	学时: _____
您的联系地址:			
邮政编码:		联系电话	(家) (手机)
E-mail:(必填)			
您对本书的建议:		系主任签字 盖章	

请寄:重庆市沙坪坝正街 174 号重庆大学
(A 区)重庆大学出版社市场部
邮编:400030
电话:023-65111124
传真:023-65103686
网址:<http://www.cqup.com.cn>
E-mail:fxk@cqup.com.cn

前言

《大学英语系列教材》是以教育部新颁布的《大学英语课程教学要求》(试行)为依据,根据重庆地区大学英语教学实际情况和学生英语水平编写的。在组织编写前,我们先后对重庆地区 300 多名学生和 100 多名教师进行了问卷调查,充分了解了大学英语教与学的实际情况和师生的真正需求。基于调查结果和教学要求,我们确定了书目,并为每一本书制定了详细的编写计划和方案。在编写过程中,我们不断地将所编写的部分用于教学实践,并不断对其进行修正。参加系列教材编写的人员均为重庆市有着丰富大学英语教学经验和教材编写经验、熟谙教学法与语言习得理论、科研成果突出的教师。可以说,这套教材凝聚了重庆市大学英语教师多年的教学经验、心得体会和研究成果。

本系列教材具有以下特点:

1. 在编写中充分考虑重庆地区学生英语学习的特点,即语言基础知识较扎实,但听、说、读、写、译等综合运用能力,尤其是听说能力普遍较差。无论从教材选材、难易度还是内容体系上,我们都从重庆地区学生的实际出发,认真筛选,精心设计。

2. 本系列教材既注重教师课堂使用,又注重学生课外自学,将课堂内外很好地结合起来。首先,它便于教师课堂操作。如系列教材中的《大学英语课堂限时阅读》、《大学英语 CET—4 考前冲刺》装订形式灵活,可以拆卸,教师可以在每次安排课堂限时阅读或综合训练时,随堂将课文和练习发给学生。其次,它便于学生课外自学。系列教材中的《大学英语课堂限时阅读》、《大学英语阅读进阶》、《大学英语自主听力》等分册每单元的材料除了足够教师课堂使用以外,还留有大量的阅读、听力等练习供学生课外操练。

3. 本系列教材以培养学生扎实的语言技能、提高学生全面应用能力为主要目标,同时兼顾提高其四、六级考试应试能力。本系列教材注意吸收我国长期在大学英语教学和教材编写中积累的经验,同时采纳国外先进的教学理论和方法,保证了教材编写的科学性和合理性,以利于学生扎实、有效地从各个方面提高英语应用能力。同时,我们在编写系列教材的练习时,有意识地将题型向全国大学英语四、六级考试靠拢,以增强学生的应试能力,并在某些分册中对应试技巧给予适当的讲解。这当然不是提倡应试教育,而是以素质教育为基础,对学生进行应试方面的指导。更何况,全国大学英语四、六级考试是英语运用能力的考试,引导学生向其靠拢,反过来会促进学生语言能力的提高。

本系列教材包括以下分册:

《大学英语阅读进阶》(新版)分为1,2两册,适合大学非英语专业1~2年级学生使用。该教材用于阅读课程,介绍了近20个阅读微技能。每单元均安排了阅读技能介绍,技能的应用以及技能训练。每单元还提供了三篇阅读材料,检查学生的综合阅读能力。1,2两册均设计了一个阅读能力记录表,旨在让学生了解自己每单元的学习情况。本教材既可供于课堂教学使用,也可供学生课外自学。

《大学英语课堂限时阅读》:共4册,难度分别相当于大学英语1~4级,系快速阅读教材。每册15单元,每单元3篇文章,每篇文章均配有理解练习,并附有字数和建议阅读时间。装订形式灵活,可拆卸。教师既可在课堂上安排限时练习,又可让学生课外自行规定时间练习。

《大学英语自主听力》:共4册,难度分别相当于大学英语1~4级。1~2册每个单元既有基础的辨音练习,又有会话、短文听力,还有幽默故事、电影对白等趣味听力。3~4册按照四级听力考试的题型对学生进行大量的听力训练。它可作教材用,也可供课外自学。本书配有录音磁带。

《大学英语写作教程》:本书从学生习作常见的错误出发,安排技巧讲解,设计有的放矢的练习。内容有:对写作技巧的循序渐进的指导,对学生习作中典型错误的评点,对优秀范文的赏析,以及一些旨在提高学生学习兴趣的、为学生提供语言素材的锦言妙语、幽默故事和谜语等。同时还对大学英语应试写作和英语应用文写作进行有效的指导。

《大学英语 CET—4 考前冲刺》:本书作者具有多年的大学英语四级考试辅导经验及四级考试强化教材编写经验。他们在认真研究历年四级考试命题特点的基础上,严格按照考纲规定的题型编写了本书。全书含10套全真模拟试题,并附答案与注解。注解部分简洁、明了,对考生有实实在在的帮助。本书配有听力部分的录音磁带。

《大学英语词汇进阶记忆与自测》:本书以现行主干教材为基础,将教材中出现的词汇分1,2,3,4级排列,并列出词义;然后从每级中选取核心词汇编撰自测练习。它简明扼要,有助于学生通过练习记忆单词。

本系列教材由重庆大学、西南师范大学、西南农业大学、重庆医科大学、第三军医大学、中国人民解放军后勤工程学院、渝州大学、重庆邮电学院、重庆交通学院、重庆工商大学、重庆通信学院等长期从事大学英语教学的骨干教师编写。编写过程中,我们得到了国家级专家,全国大学英语四、六级考试委员会委员韩其顺教授,以及重庆市各高校英语界领导、同仁的悉心指导和热情支持,在此向他们表示衷心的感谢!

《大学英语系列教材》

编写组

2006年8月

编者的话

《大学英语阅读进阶》(新版)依据教育部新颁布的《大学英语课程教学要求》(试行)编写,供大学英语基础阶段的教学使用。本教材分为1,2册,适用于大学英语课程。

在该系列教材编写之前,我们对学生作了广泛的调查,学生普遍反映现有的一些教材中的阅读文章偏长,他们难于长时间地集中精力读下去;课文后的练习过多,无时间去完成,结果是做练习的时间多于阅读的时间;教材缺乏趣味性,版式陈旧,也缺少启发性的内容,等等。我们在综合了学生的反馈意见和参阅了国内外的一些阅读课本之后,决定该系列教材要更新教学理念,以人为本,充分发挥学生的学习自主性和能动性,从“要我读”转变为“我想读”。本系列教材编写的指导思想就是要快乐(enjoyment)融入到阅读课中,建立一种“快乐阅读”(enjoyable reading)的理念,因为我们坚信这样一条阅读循环规律,即:快乐阅读(enjoys reading)→读得快(reads fast)→读得多(reads more)→理解好(understands better)→快乐阅读(enjoys reading)。要让学生做到“我想读”,其主要因素就是“enjoyment”,因此,该系列教材的编写思路的切入点就在“快乐阅读”这一点上。在此思路的指导下,本系列教材的特点体现在以下几个方面:

1. 采用 skill-oriented 的编写原则编写各单元。每单元均以各微技能为标题,便于学生查找所需技能,以便学生能充分运用有效的阅读技能,更好地理解所读文章。
2. 所选材料均为地道的“原汁原味”,语言规范。选择的课文多为近期出版和发表的英文原版,有很强的时代感。课文的难易程度和长度基本上成阶梯状上升。
3. 学与考相结合。各单元设计了一定量的类似四、六级考试题型的训练,以满足学生对参加考试的需要,做到既培养学生应用语言的能力,又训练了学生的应试能力。
4. 所选文章的长度适中,编写的练习少而精,有利于学生在单元时间里完成,也易于课堂教学的操作。
5. 各单元的主要词汇均标注《大学英语课程教学要求》中各层次的符号,有助于学生有选择性地记忆词汇。

本教材的编写得到了许多同仁和专家的关心和悉心指导:重庆大学外国语学院院长余渭深教授对本教材的修改提出了宝贵的意见;重庆大学出版社的领导和外语分社的编辑们为该教材的出版和版式设计等方面付出了辛勤的劳动,我们借此机会向他们表示感谢。由于编者水平有限,难免存在不足之处,甚至有错误的地方,恳请使用本教材的广大教师和学生不吝指正。

Contents

Unit One Understanding the Relationships within Sentences	1
Part 1 Introduction to Skills	1
Example 1	2
Example 2	3
Example 3	4
Part 2 Skill Application	6
Practice 1	6
Practice 2	6
Practice 3	7
Part 3 Further Reading	8
Text 1 Children with High Intelligence	8
Text 2 Over Test	10
Text 3 Choosing to Be Kind	12

Unit Two Identifying Authors' Purposes	19
Part 1 Introduction to Skills	19
Example 1	19
Example 2	20
Part 2 Skill Application	21
Practice	21
Part 3 Further Reading	23
Text 1 Even This Prime Minister Can not Perform Miracles	24
Text 2 Europe's Biotech Industry Still Losing to US	26
Text 3 The Way to Advertise	27

Unit Three Distinguishing Between Facts and Opinions	34

Part 1 Introduction to Skills	34
Example 1	35
Example 2	36
Part 2 Skill Application	37
Practice 1	37
Practice 2	38
Practice 3	40
Part 3 Further Reading	41
Text 1 Cloning Draws Fierce Criticism	41
Text 2 British Professional Women	43
Text 3 PCs Offer Consumers Nothing New	45

Unit Four Understanding Text Structure	50
Part 1 Introduction to Skills	50
Example 1	51
Example 2	54
Part 2 Skill Application	57
Practice 1	57
Practice 2	59
Practice 3	61
Part 3 Further Reading	62
Text 1 Caught in the Web of the Internet	62
Text 2 What's the Hero?	64
Text 3 Water	66

Unit Five Taking Notes	73
Part 1 Introduction to Skills	73
Example 1	74
Example 2	75

Contents ♦

Part 2 Skill Application	76
Practice 1	76
Practice 2	77
Part 3 Further Reading	79
Text 1 Importance of Play	79
Text 2 Age and Foreign-language Learning	81
Text 3 Introduction to WTO	83

Unit Six Writing Summaries	87
Part 1 Introduction to Skills	87
Example	88
Part 2 Skill Application	89
Practice 1	89
Practice 2	90
Practice 3	91
Part 3 Further Reading	93
Text 1 A World Without Oil	93
Text 2 English Lessons on Net	95
Text 3 How Well Do You Travel?	97

Unit Seven Critical Reading	103
Part 1 Introduction to Skills	103
Example 1	103
Example 2	105
Part 2 Skill Application	107
Practice 1	107
Practice 2	108
Part 3 Further Reading	109
Text 1 Baby Crying	109

Text 2 Finding the Right Colors for Women of Color	111
Text 3 “Computer-literate” or “People-literate”?	113

Unit Eight Using Reference Sources	118
Part 1 Introduction to Skills	118
Example 1	119
Example 2	121
Example 3	123
Example 4	123
Part 2 Skill Application	124
Practice 1	124
Practice 2	126
Practice 3	128
Practice 4	129
Part 3 Further Reading	131
Text 1 No One Wants to Live to Be a Hundred	131
Text 2 Proof Against Heart Attacks	132
Text 3 How Giraffes’ Long Necks Developed	134

Self Evaluation	140

Key to Practice & Further Reading	142

Glossary	152

Unit One

Understanding the Relationships within Sentences

Part 1 Introduction to Skills

Relationships within sentences are the links between ideas found in sentences. If the relationship is explicit, then the writer has used a transitional word to tell you what the link is. If the relationship is implicit, the connection between ideas is still there, but you must figure out by yourself what the link is.

In analysis of the text, you must recognize how the different ideas are related to each other. For instance, you have to think about:

- how words are related to form phrases and sentences
- how sentences are related to form paragraphs
- how paragraphs are related to form complete texts
- how patterns of content and language are related to shape the thought of a text as a whole

The first case, grouping words to find meaning within sentences, involves the study of English grammar. The remaining cases can be discussed in terms of a set of following relationship categories:

- elements in a series: a listing of similar items, often in a distinct order, whether in terms of location, size, importance, etc.
- time order or chronological listing: a series of events in order of occurrence
- general/specific relationship: examples and generalizations

- comparison and/or contrast; similarity and/or difference
- logical relationships: reason/conclusion, cause/effect, and conditional relationship between factors

To figure out the relationships above often involves many aspects. Here we just introduce the reader to three of the most frequently-used measures:

- reorganization of punctuations
- understanding reference
- recognizing logical connectors

Example 1

Different punctuation marks may make the sentences different in meaning. Look at the following examples:

1. A. So he didn't pass the test.
B. So he didn't pass the test?
C. So he didn't pass the test!
2. A. The father, thinks his son, will win the match.
B. The father thinks his son will win the match.

➤ Questions

The sentences above are all made up of the same words but with different punctuations. Is there any difference in meaning? And what are the differences?

➤ Explanations

1. A. It states the fact that he didn't pass the test.
B. It indicates his doubts about his failure to pass the test.
C. It shows his wonder and surprise at his failure in the test.
2. A. It indicates the son thinks that his father will win the match.
B. It indicates the father thinks his son will win the match.

Example 2

References appear when authors don't want to repeat the same ideas that have already been mentioned before. Understanding references correctly can help you follow the lead of the author's thoughts.

Look at the following example and think about what the italicised parts refer to.

However, when a company has grown and prospered and people start to sell (1) <i>their</i> shares to (2) <i>others</i> who want to buy (3) <i>them</i>, a \$1 share often costs more than \$1. On the other hand, if a company is not doing very well, (4) <i>its</i> shares may sell for (5) <i>their</i> stated value — or very near (6) <i>it</i> — and if (7) <i>it</i> is doing badly, (8) <i>its</i> shares will sell for less than the stated value.	(1) "<i>their</i>" refers to _____. (2) "<i>others</i>" refers to _____. (3) "<i>them</i>" refers to _____. (4) "<i>its</i>" refers to _____. (5) "<i>their</i>" refers to _____. (6) "<i>it</i>" refers to _____. (7) "<i>it</i>" refers to _____. (8) "<i>its</i>" refers to _____.
---	---

➤ Explanations

- (1) "*their*" here refers to "people's".
- (2) "*others*" here refers to "other people".
- (3) "*them*" refers to "people's shares" in the context.
- (4) "*its*" here refers to "a company's".
- (5) "*their*" here refers to "a company's share's" in the context.
- (6) "*it*" refers to "their stated value".
- (7) "*it*" refers to "a company".
- (8) "*its*" here refers to "a company's".

Example 3

Select the correct linking word or phrase from the two alternatives given.

Logical connectors are used to join or connect ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition and/or unexpected result), condition. Here are some of the logical connectors and their functions:

Addition	besides; in addition to; and; nor; not only... but (also); neither... nor; both... and
Examples	such as; like; for instance; for example (e. g.); to illustrate; as an example; especially
Clarification	that is (i. e.); in other words
Similarity	like; as... as; the same ... as; similarly; in the same way; likewise
Alternatives	or; either... or; on the other hand; alternatively
Contrast/ Opposition	in contrast to; instead of; unlike; different from; instead; on the other hand; while; not as ... as; -er/more/less ... than; in contrast; on the contrary
Concession	despite; in spite of; regardless of; though; but; yet; whereas; nevertheless
Reason/ Result	as a result; because of; in view of; on account of; due to; for; as long as; because; since; now that; in view of the fact that; due to; so... that; such ... that; therefore; hence; thus; consequently; for this purpose; in order that/to
Time Sequence	after; during; before; up to; since; within; until; from; by; for
Logic Sequence	first (of all); to start with; in the first place; to begin with; next; then; in the second place; secondly; finally; to conclude; lastly; in conclusion

Reliability and Validity

Reliability and validity are key concepts in any form of enquiry. Reliability is a measure of consistency. 1) *Furthermore/For example*, if a clock is sometimes fast and sometimes slow, it is unreliable. If a questionnaire produces different results for the same group of people each time it is used, then the questionnaire is unreliable.

Validity is a measure of truth. It is possible for a questionnaire to be highly reliable yet invalid, like a clock which is always ten minutes slow. 2) *In contrast/In other words*, a clock which is always right provides a valid and reliable measure of time. Similarly, a questionnaire which really measures what it claims to measure is a valid questionnaire. We can assess how valid our questionnaire is by comparing its results with an independent measure. 3) *In addition/For instance*, if we ask people how often they visit their local theatre and then check the results against ticket sales, we will know how valid our questionnaire is. 4) *However/Because* independent measures are themselves often unreliable and of low validity. 5) *Furthermore/Consequently*, in many cases there are no independent measures. 6) *In other words/However*, a “true” answer does not exist.

➤ *Explanations*

- 1) For example
- 2) In contrast
- 3) For instance
- 4) However
- 5) Furthermore
- 6) In other words

Part 2 Skill Application



Practice 1

Read the sentences below and think how the meaning changes with the punctuation marks.

1. A. He did not understand the manager's instruction clearly.
B. He did not understand the manager's instruction, clearly.
2. A. When I looked into the room, I saw Mary seated at the desk; Jim was at work on the computer and did not hear me call.
B. When I looked into the room, I saw Mary; seated at the desk; Jim was at work on the computer and did not hear me call.
3. A. The policeman wants to know who was using the car, when the accident took place and what happened to the broken car.
B. The policeman wants to know who was using the car when the accident took place and what happened to the broken car.



Practice 2

Look at the following example and think about what the italicised parts refer to.

It is natural for young people to be critical of (1) *their* parents at times and to blame (2) *them* for most of the misunderstandings between (3) *them*.
(4) *They* have always complained, more or less justly, that (5) *their* parents are out of touch with modern ways; that (6) *they* are possessive and dominant; that (7) *they* do not trust (8) *their* children to deal with crises; that (9) *they* talk too much about certain problems and that (10) *they* have no sense of humor, at least in parent-

(1) "*their*" refers to _____.
(2) "*them*" refers to _____.
(3) "*them*" refers to _____.
(4) "*They*" refers to _____.
(5) "*their*" refers to _____.
(6) "*they*" refers to _____.
(7) "*they*" refers to _____.
(8) "*their*" refers to _____.
(9) "*they*" refers to _____.