



21世纪高等院校教材

# 大学综合英语基础阅读 (一)

王健 主编



科学出版社

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# 大学综合英语基础阅读(一)

College English Comprehensive Reading Course (I)

王 健                      主 编

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科 学 出 版 社

北 京

## 内 容 简 介

本书是根据高等院校教育改革的需要,为培养学生的英语学习能力而编写的一本趣味性强、启发性强的英语教程。本册教程共分10个单元,每单元有阅读理解训练、词汇拓展技巧、阅读技能培养及趣味阅读等4个部分。本书选材新颖、体裁多样、信息量大,有助于提高学生的语言学习技巧。

本书可供大学非英语专业起点较高的本科生及英语专业低年级学生使用,也可供广大英语爱好者阅读。

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# 《大学综合英语基础阅读(一)》

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## 前 言

目前,许多高校的教改班学生均为从各专业选拔出来的尖子学生。这些学生起点高、知识面广,并具有良好的学习动机。然而,针对教改班教学所选用的英语教材多为替代品。这些替代品在实际的教学过程中,显现出许多不适合之处。主要表现在选用英语专业教材,不仅难度偏大,而且阅读材料的题材、体裁等不能满足非英语专业学生的需求;选用普通大学英语教材,则在难度、深度上都无法达到预期教学效果。因此,本着因材施教的原则,并强调素质教育和创新能力的培养,我们结合实际教学需求,立项编写了这一针对性强、起点较高的《大学综合英语基础阅读》。本教程适用于高校非英语专业起点较高的学生及英语专业低年级学生,同时也可作为非英语专业高年级学生以及具有相当水平的英语学习者的阅读材料。

本册教程《大学综合英语基础阅读(一)》共分10个单元,每单元有4个部分,分别为:阅读理解训练(Comprehension Development)、词汇拓展技巧(Vocabulary Development)、阅读技能培养(Reading Skills Development)、趣味阅读(Reading for Fun)等。阅读理解文章的选材力求题材新颖、体裁多样、信息量大,兼具有趣味性;练习设计倡导以学生为中心(students-centered)、面向过程(process-oriented)的教学模式,围绕课文展开多层次、多方位、多角度的训练,并将培养学习者的思维能力作为教材编写的重要原则。本书逐章向学习者介绍扩大词汇的方法及提高阅读能力的技巧,并配有大量的相关练习。为补充阅读量及丰富阅读内容,每章还附有一篇趣味阅读。此外,本册教程还设计了快速阅读材料及练习,每篇快速阅读文章都已统计出字数,以便读者对阅读速度等做自我监测。

全书统筹规划由王健、李健、张奕负责,李健、张奕、许峰、王云川负责各个单元的编写工作,王健、许峰负责编写快速阅读部分的全部内容。西北工业大学杨云峰教授审阅了全书并提出了一些宝贵建议,在此深表谢意。编者同时欢迎专家、学者提出宝贵意见。

编 者

2002年12月于西北工业大学

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# UNIT ONE

## Section 1 Comprehension Development

### *Methods of Education : East versus West*

#### I. Pre-reading Activity

1. Predict what this text is about.
  - a. A comparison of Asian culture and American culture.
  - b. A definition of teaching methods.
  - c. A contrast between the teaching method in Asia and that in America.
2. Guess what writing techniques the author will adopt.
  - a. Narration.
  - b. Description.
  - c. Comparison.
  - d. Listing examples.
3. Can you list some differences of teaching method in Asia and Western countries?
4. Describe the teaching method you like best.
5. Describe a teacher you know of.

#### TEXT

A teacher from a Western country recently visited an elementary school in an Asian country. In one class, she watched sixty young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it. The children drew in the same way. The lesson continued until there were sixty-one identical cats in the classroom. Each student's cat looked exactly like the one on the board.

The visiting teacher watched the lesson and was surprised. The teaching methods were very different from the way of teaching in her own country. A children's art lesson in her own country produced a room full of unique pictures, each one completely different from the others. Why? What causes this difference in educational methods? In a classroom in any





country, the instructor teaches more than art or history or language. He or she also teaches culture (the ideas and beliefs of the society). Each educational system is a mirror that reflects the culture of the society.

In a society such as the United States or Canada, which has many national, religious, and cultural differences, people highly value individualism — the differences among people. Teachers place a lot of importance on the qualities that make each student special. The educational systems in these countries show these values. Students do not memorize information. Instead, they work individually and find answers themselves. There is often discussion in the classroom. At an early age, students learn to form their own ideas and opinions.

In most Asian societies, by contrast, the people have the same language, history, and culture. Perhaps for this reason, the educational system in much of the Orient reflects society's belief in group goals and purposes rather than individualism. Children in China, Japan, and Korea often work together and help one another on assignments. In the classroom, the teaching methods are often very formal. The teacher lectures, and the students listen. There is not much discussion. Instead, the students recite rules or information that they have memorized.

There are advantages and disadvantages to both of these systems of education. For example, one advantage to the system in Japan is that students there learn much more math and science than American students learn by the end of high school. They also study more hours each day and more days each year than North Americans do. The system is difficult, but it prepares students for a society that values discipline and self-control. There is, however, a disadvantage. Memorization is an important learning method in Japanese schools, yet many students say that after an exam, they forget much of the information that they have memorized.

The advantage of the educational system in North America, on the other hand, is that students learn to think for themselves. The system prepares them for a society that values creative ideas. There is, however, a disadvantage. When students graduate from high

school, they haven't memorized as many basic rules and facts as students in other countries have.

## II. Glossary & Vocabulary

1. individualism      *n.* self-reliant action by individual; social theory favoring free action by individuals
2. assignment      *n.* thing assigned, especially task or duty
3. graduate      *v.* take academic degree

## III. Comprehension Activity

*A. Read the text in detail and then choose the best answer.*

1. The main idea of this paragraph is \_\_\_\_\_.
  - a. two educational systems
  - b. the advantages and disadvantages of Eastern educational system
  - c. the advantages and disadvantages of Western educational system
  - d. the differences of the teaching methods in Eastern and Western education
2. In an art class in Asia, \_\_\_\_\_.
  - a. there will be as many different pictures as the students
  - b. there will be as many identical pictures as the students
  - c. there will be a lot of discussion
  - d. the students will help each other with the assignments
3. If a student from a Western country comes to Asia to attend a class, he will realize that \_\_\_\_\_.
  - a. he must work very hard
  - b. the system is advantageous
  - c. the system is disadvantageous
  - d. he can learn better than in his own country
4. If a student from Asia goes to North America to attend a class, he will realize that \_\_\_\_\_.
  - a. the system is advantageous
  - b. the system is disadvantageous
  - c. the system is difficult to get used to
  - d. he can learn better than in his own country
5. Which of the following statements is **NOT** correct about Asian students?

- a. Asian students often draw exactly identical cats in art class.
  - b. Asian students are better at science and math than western students.
  - c. Asian students often discuss a lot in classroom.
  - d. Asian students often help each other on assignments.
6. Which of the following statements is correct about the western students?
- a. Western students often memorize information and facts.
  - b. Western students are very self-controlled and disciplined.
  - c. Western students have the same language, history and culture.
  - d. Western students are very creative in their jobs.
7. What writing skill does the author adopt?
- a. Description.    b. Comparison.    c. Narration.    d. Question.
8. The system in Orient reflects \_\_\_\_\_.
- a. the students have the same language, history, and culture
  - b. society's belief in group goals and purposes
  - c. society's belief in individualism
  - d. the educational system is a mirror
9. The educational system in North America shows \_\_\_\_\_.
- a. teachers place an emphasis on the students' being special
  - b. these countries have many national, religious, and cultural difference
  - c. the educational system can prepare the students for a society that values creative ideas
  - d. all the above answers

*B. Read the text carefully and try to find the answers to the following questions based on the information of the text.*

- 1. How is the educational system in most Asian countries different from the system in many Western countries?
- 2. Why do different countries have different methods of education?
- 3. What are the advantages and disadvantages of different teaching methods?
- 4. What do the teachers and students do in an art lesson in most Asian countries?
- 5. What do the teachers and students do in an art lesson in Western countries?
- 6. For what type of society does the educational system in Asia prepare the students?
- 7. For what type of society does the educational system in North America prepare the students?
- 8. What does the education in Asia reflect?
- 9. What does the education in North America reflect?

10. Make a brief comparison between the teachings in Asia and North America.

#### IV. Vocabulary Learning Activity

A. *Vocabulary through context* : work out the meaning of the following words or phrases from the context in which it appears by ticking the best alternative.

1. Guess the meaning of the word "identical" in Para.1.
  - a. Recognizable.
  - b. Distinguished.
  - c. Exactly the same.
  - d. Idle.
2. Which of the following can best explain the word "unique" in Para.2?
  - a. Join.
  - b. Being the only one.
  - c. Unite.
  - d. Divergent.
3. Which of the below has the nearest meaning as the word "reflect" in Para.2?
  - a. Return.
  - b. Express.
  - c. Bounce.
  - d. Refine.
4. Decide the synonym of "rather than" in Para.4.
  - a. More than.
  - b. Would rather.
  - c. Other than.
  - d. In stead of.
5. The meaning of the word "prepare" in Para.5 is \_\_\_\_\_.
  - a. to make ready
  - b. to labor
  - c. to inform
  - d. to repair
6. The word "value" in the last paragraph means \_\_\_\_\_.
  - a. price
  - b. save
  - c. think highly of
  - d. estimate

B. *Fill in the blanks with the best word listed in the box.*

<i>elementary</i>	<i>opinion</i>	<i>versus</i>	<i>disadvantage</i>
<i>individualism</i>	<i>instructor</i>	<i>unique</i>	<i>orient</i>
<i>reflect</i>	<i>assignment</i>	<i>identical</i>	<i>discipline</i>

1. The football match, China \_\_\_\_\_ Korea, aroused great enthusiasm among the fans.
2. When the management made the decision, they overlooked some of the \_\_\_\_\_ of the product.
3. The company has worked out very strict \_\_\_\_\_ for the employees.
4. This blanket is of ancient \_\_\_\_\_ feature.

5. His mother is a(n) \_\_\_\_\_ school teacher, teaching students from the age of nine to eleven.
6. The question is an open one, every one can have his \_\_\_\_\_ answer to it.
7. The servant broke the vase. He had to buy a(n) \_\_\_\_\_ one to replace it.
8. American people value \_\_\_\_\_ very much — they want to be themselves.
9. Her \_\_\_\_\_ gave her many good suggestions during the training program.
10. He is a yesman without his own \_\_\_\_\_.
11. His irrelevant answer to this question \_\_\_\_\_ his ignorance on this topic.
12. Most of the students didn't finish their \_\_\_\_\_, which made their teacher very angry.

## V. Critical Thinking Activity

*Discuss the following questions.*

1. What measures should we take to improve our teaching method? Give reasons.
2. What kind of students would be more popular in the society?
3. Why do many Asian students go to study in North America?

## Section 2 Vocabulary Development

### Word Formation (1)

We don't need to look up every new word in the dictionary if we have some knowledge of word formation. To have some knowledge of word formation will help us understand the word more clearly, to deduce the meaning of new words. Generally speaking, there are three main ways of forming new words in English: *derivation*, *compounding* and *conversion*. Before we talk about the details of the three ways of forming new words, let's first give a say to "root" and "affix".

### Root

**Morpheme**: The morpheme is the smallest unit in terms of relationship between expression and content, a unit which cannot be divided without destroying or drastically altering the meaning, whether is lexical or grammatical. For instance, the word "barks" in The dog barks consists of two morphemes: "bark" and "-s". Therefore, a morpheme is the minimal unit of meaning. Here are more examples:

- 1- morpheme      boy, desire
- 2- morphemes    boy + ish, desir(e) + able

3-morphemes boy + ish + ness, desir(e) + abl(e) + ity

We have **free morphemes** and **bound morphemes** in English. A **free morpheme** is one that may constitute a word by itself, such as “bed”, “tree”, “sing”, and “dance”. A **bound morpheme** is one that may appear with at least one other morpheme, such as “-s” in “dogs”, “-al” in “national”, “dis-” in “disclose”, and so on.

**Root**: A root is the base form of a word, which cannot be further analyzed without total loss of identity. That is to say, it is that part of the word left when all the affixes are removed. For example, in the word “internationalism”, after the removal of “inter-,” “-al” and “-ism”, what is left is the root “nation”.

**Affix**: Affix is the collective term for the type of formative that can be used only when added to another morpheme (the root). Naturally, affixes belong to the type of “bound” morpheme. Affixes are limited in number in English, and are generally classified into three subtypes namely, prefix, suffix and infix, depending on their position with reference to the root of the word:

prefix para-, re-, un-, ...

suffix -ment, -tion, -ly, ...

infix foot/feet, goose/geese, sportsman/sportmen, ...

There are not many infixes in English. Therefore, in this book we will focus on prefixes and suffixes in the following units.

## Exercises

A. *Underline the root in the following words.*

there	relatively	grammar	sound	become
basic	within	respectively	conditional	factor
classroom	inflection	bystander	sooner	common

B. *In the blank space, insert the correct form of the given words.*

- produce      Wine \_\_\_\_\_ in the U.S. is going up.
- comparison      This wine is \_\_\_\_\_ to that one in flavor and bouquet.
- precisely      What are the \_\_\_\_\_ measurements of this room?
- establishment      The pioneers \_\_\_\_\_ new communities in the West.
- pioneer      The French \_\_\_\_\_ ended the reign of Louis XVI.
- consume      \_\_\_\_\_ must beware of misleading advertising.
- regulate      Do you approve of movement \_\_\_\_\_?

8. fame                George Washington is a \_\_\_\_\_ man in American history.
9. collect            A stamp \_\_\_\_\_ makes an interesting hobby.
10. produce          He worked \_\_\_\_\_ after he got his education.
11. ripe                Banana are \_\_\_\_\_ when they turn yellow.
12. solve              What is the \_\_\_\_\_ to this challenging problem?
13. allow              Each child in the family received a certain sum of \_\_\_\_\_ every month.
14. period            Exams will be given in this course \_\_\_\_\_.
15. necessary        It isn't \_\_\_\_\_ true that women are the "weak sex".

*C. Complete the following sentences by finding the correct form of the underlined words. The first has been done for you.*

1. When a book gives us a lot of information, we say that it is a very informative book.
2. People can communicate by speaking, writing, making signs, or using pictures. The most common forms of \_\_\_\_\_ are speaking and writing.
3. A tradition is an old way of doing something. Traditions do not change for a long time. \_\_\_\_\_, farmers used animals to do their work, for example, but today most modern farmers use machines to do their work.
4. Activities are things for people to do, and an \_\_\_\_\_ person is a person who is always doing something.
5. Industries are companies and factories, which make things for people. Most developing countries want to \_\_\_\_\_ quickly so that the people can have the things they want.
6. Our house is too small, so we are going to extend the house to make it bigger. We are going to build a \_\_\_\_\_ on the west end of the house.
7. Agriculture is very important to all countries. \_\_\_\_\_ activities include growing crops and raising animals.
8. When we translate, we change words from one language to another. Sometimes it is different to find a good \_\_\_\_\_.
9. Newspapers give information about the news of the day. They \_\_\_\_\_ people about what is happening in the world.

## Section 3 Reading Skills Development

### Prediction

Before you start reading a text, take a preview. Each book, article or paragraph has certain prominent characteristics. If you briefly study these characteristics before you read,

you may find that such a prereading has paved the way for speedier and more comprehensive coverage of the text. With the help of the basic information, you may further predict the main concern or even some detailed information of the text.

The first step in making a prediction is to study the title. The title always gives you a quick cue as to what the topic of discussion is.

Next, glance through the material to see if subheadings are used. If so, a quick survey of them will be valuable to you.

If any visual aids (e.g. maps, diagrams, pictures, etc.) are furnished, study them for their significance of application. Generally, they are closely related to the text and therefore are supposed to be informative.

Hopefully, through prediction, your interest will be aroused, and your motive for reading will be strengthened. And remember to get yourself prepared to prove or disprove your prediction through further reading. Either of the results will definitely facilitate a better understanding.

## Exercises

### 1. Title: Firm, Fair and Friendly

Think about the three adjectives in the title, what kind of people do you expect are the words most likely used to describe?

*teachers*

*parents*

*friends*

### 2. Title: Hothouse Earth

a. What do you guess the passage is about?

b. Can you find any other words with -house?

c. Does the following items remind you anything?

*rising temperature*

*melting polar ice caps*

*warming of the atmosphere*

*carbon dioxide (CO<sub>2</sub> gas)*

*global temperature*

### 3. Title: English as a Universal Language

Subheadings: *Media and Transportation*

*The Information Age*

*International Business*



*Diplomacy*

*Lingua Franca*

*Official Language*

*Youth Culture*

How much information have you got as the result of your rapid survey from the title and subheadings? Please write one or two sentences to predict what will be read in the text after reading the title and subheadings.

## Section 4 Reading for Fun

### *The Flight of Youth*

There are gains for all our losses.  
There are balms for all our pain;  
But when youth, the dream, departs  
It takes something from our hearts,  
And it never comes again.

We are stronger, and are better  
Under manhood's sterner reign;  
Still we feel that something sweet  
Followed youth, with flying feet,  
And will never come again.

Something beautiful is vanished,  
And we sigh for it in vain;  
We behold it everywhere,  
On the earth, and in the air,  
But it never comes again!

by Richard Henry Stoddard