

# 新时代大学英语阅读教程. 2

孙凌 杨郁梅主编



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## 内容提要

《新时代大学英语阅读教程 2》是根据国家最新颁布的《中国英语能力等级量表》编写而成的。该教材针对目前大学生因缺乏阅读理解策略而造成阅读效率普遍低下的现实,以技能为导向,每个单元的第一部分均以阅读微技能为标题,便于读者利用普通教材和手机终端,有效地学习和掌握一系列阅读技能。同时,教材采用了当前国内外英语阅读能力测试最新题型,以帮助学生通过阅读实践,掌握阅读理解策略,达到《中国英语能力等级量表》描述的英语阅读 6 级水平。

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主 编 孙 凌 杨郁梅  
责任编辑: 周小群 版式设计: 高小平  
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传真: (023) 88617186 88617166  
网址: <http://www.cqup.com.cn>  
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# 前言

《新时代大学英语阅读教程》是在习近平新时代中国特色社会主义思想指导下,为全面落实党中央提出的“立德树人”教育要求编写的教材。该书参照国家最新颁布的《中国英语能力等级量表》,针对目前大学生因缺乏阅读理解策略而造成阅读效率普遍低下的现实,全书每个单元均以技能为导向,并采用当前国内外英语阅读能力测试最新题型,旨在提高大学生的英语阅读水平。其编写特色如下:

## 一、注重选材的真实性和时效性

本教材大量选取近期英文主流报刊上“原汁原味”的真实语料,语言规范。题材涉及当前大学生的学习、生活以及社会普遍关注的热点问题等,具有一定的时效性,既能帮助学生获取知识、拓宽视野、培养思维能力,又能帮助学生形成正确的世界观、人生观和价值观。

## 二、突出阅读技能的培养

本教材反映了先进的教育思想和理念,高度关注信息化环境下的教学变革。遵循以技能为导向的编写原则,教材每个单元的第一部分均以阅读微技能为标题,便于学生利用教材和手机终端,有针对性地学习和掌握阅读技能。各项微技能的编排由浅入深,第1册主要介绍最基本的阅读技巧,如快速查找信息、区分文章细节等;第2册强调深层阅读技巧,如判断句子之间的关系、理解文章的组成结构、判断作者的态度、区分事实和观点、批判式阅读等。这种循序渐进的编排方式便于学生各项技能的逐层建构和综合运用能力的逐步发展。

## 三、兼顾考与学的需求

阅读选材和练习设计兼顾了学生对学习与测试的多种需求。教材遵照《中国英语能力等级量表》对英语阅读理解能力与阅读理解策略的分级描述,并参照国内外英语阅读测试的最新题型,帮助学生有效地掌握阅读理解策略,达到《中国英语能力等级量表》描述的英语阅读5、6级水平。

## 四、课堂教学和自主学习相结合

本教材共分为1、2两册,每册安排8个单元,各单元均按微技能设计,既可用于课堂教学,也可用作学生课外学习资源。

本教材力求与时俱进,激发学生的创新精神。编者参阅了最新的真实语料,吸收了很多领域的素材,有助于学生在将来的跨文化交流中讲好中国故事。在此,谨向编者致以衷心感谢!

由于编写时间仓促,水平有限,疏漏与瑕疵在所难免,敬请各位同仁和读者不吝批评指正,以期再版时修订完善!

编者

2018年7月

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# Unit One



## **Part 1 Reading Skill: Understanding the Relationship Within Sentences**

### **● Section A Exploratory Reading ●**

#### **Example**

*Read the following sentences and figure out the relationship between the sentences. Write your answers in the brackets.*

1. a. Running may help to protect against heart disease and other health problems. Running may also help you live longer. (                      )
- b. Mrs. Obama has worked to put healthier foods in schools and urged young people to exercise. And she has partnered with large companies like Nike, which makes athletic

clothing and running shoes. ( )

### Explanations

Conjunctive adverbs (连接副词) such as “furthermore, in addition, and, also, moreover” show that the relationship between the sentences or ideas is “addition”.

2. a. We all know that exercise is good for your health. But some kinds of exercise may be better than others. ( )
- b. Doctors have been warning for years that secondhand smoke leads to many types of illness. However, many children around the world live in areas where adults regularly smoke. ( )

### Explanations

Conjunctive adverbs such as “but, yet, whereas, however, nevertheless, nonetheless” show that the relationship between the sentences or ideas is “concession or transition”.

3. a. Researchers took 60 adults and randomly split them into three groups of 20. Then they gave the groups three different types of “listen-and-repeat” learning conditions. ( )
- b. The number one step is to avoid using gas generators in any enclosed environment like indoor space. The second is that we can encourage people to put small carbon monoxide detectors in their home environments. ( )

### Explanations

Conjunctive adverbs such as “first, to start with, in the first place, to begin with, next, then, in the second place, secondly, finally, to conclude, lastly, in conclusion” show that the relationship between the sentences or ideas is “logic sequence”.

4. a. During your flight, get up and walk around or stretch every so often. After you land, avoid heavy exercise near bedtime. ( )
- b. She has been living in the United States for the past eight years. Before that, she lived in Italy for two years. ( )

### Explanations

Conjunctive adverbs such as “during, after, before, since, subsequently, currently” show that the relationship between the sentences or ideas is “time sequence”.

5. a. The World Health Organization says people around the world are eating more sugar. As a result, it says, health problems related to weight gain and tooth damage are



increasing. ( )

- b. Strangers are more likely to carry new bacteria than acquaintances. Hence, of available choices of toothbrush partner, a postman came off worst, and a lover best. ( )

### Explanations

Conjunctive adverbs such as “as a result, hence, therefore, thus, consequently, for this purpose” show that the relationship between the sentences or ideas is “cause and effect”.

6. a. It’s one thing to understand the principle; it’s another to put it into practice. Likewise, it’s one thing to talk about your dreams; it’s another to take actions to make it happen. ( )
- b. Don’t tell too many jokes in your speech. Similarly, try not to talk too much about yourself or your company at the beginning of a speech. ( )

### Explanations

Conjunctive adverbs such as “just as, likewise, similarly” show that the relationship between the sentences or ideas is “similarity”.

7. a. When a company has grown and prospered and people start to sell their shares to others who want to buy them, a \$1 share often costs more than \$1. On the other hand, if a company is not doing very well, its shares may sell for their stated value or less than the stated value if it is doing badly. ( )
- b. The countryside in the south is green and lush. In contrast, the terrain in the north is dry and desert-like. ( )

### Explanations

Conjunctive adverbs such as “contrarily, conversely, in contrast, instead, on the other hand” show that the relationship between the sentences or ideas is “contrast”.

## Reading Skill: Understanding the Relationship Within Sentences

A conjunctive adverb is an adverb that connects two independent clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships. They also cue the listener or reader to pay attention, because more supporting evidence is forthcoming.

Conjunctive adverbs can only be used to connect independent clauses, and are one of several methods of doing so. Conjunctive adverbs also do not exclude the possibility of having a dependent clause making a *compound-complex* (并列复合句) sentence. As with other

types of adverbs, conjunctive adverbs may be moved within the sentence or clause they appear in.

Conjunctive adverbs can be grouped according to function. Here are some of the conjunctive adverbs and their functions.

Addition	furthermore, in addition, and, also, moreover
Concession or transition	but, yet, whereas, however, nevertheless, nonetheless
Logic sequence	first, to start with, in the first place, to begin with, next, then, in the second place, secondly, finally, to conclude, lastly, in conclusion
Time sequence	during, after, before, since, subsequently, currently
Cause and effect	as a result, hence, therefore, thus, consequently, for this purpose
Similarity	just as, likewise, similarly
Contrast	contrarily, conversely, in contrast, instead, on the other hand
Clarification	namely, that is (i. e. ), in other words

## ● Section B Trying Your Hand ●

### Consolidation Exercise

*Read the following passage and choose the correct conjunctive adverb for sentences 1)-6) according to the above explanations.*

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.

### Answers

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

## Part 2 Reading Comprehension

### ● Section A Reading in the Context ●

*Read the following passage with ten missing words. Learn to guess the meanings of them from the context and then select one word for each blank from the list of choices given in a word bank following the passage. Each word can be used only once.*

America has a water problem. To put it simply, the national network for providing safe, clean water is falling apart. This state of affairs   1   more than our drinking water supplies. Water is used in every sector of industry, grows our food, affects our health and props up our energy system.

The price of this   2   will be high. In Flint, Mich., the mayor has estimated that it will cost as much as \$1.5 billion to fix or replace lead pipes. We need to do this to improve water quality, protect natural ecosystems and ensure a   3   supply for our cities, agriculture and industry.

The problem is a result of many   4  , including old, leaky pipes; *archaic* (过时的) pricing; and a remarkable lack of data about how much water we use.

In cities across the country, billions of gallons of water   5   every day through leaky pipes. Houston alone lost 22 billion gallons in 2012. The water system is facing double difficulties. It has reached the end of its service life just as climate change and population growth have increased its burdens. No wonder the civil engineers society gave the nation's drinking water systems a grade of D in 2013.

Wastewater treatment systems are also in   6   need of upgrading. Flooding strains

treatment plants and sewer systems in many older cities, causing them to discharge untreated sewage whenever rainfall or snowmelt overwhelm them.

Droughts also endanger water supplies, 7 cities in the West to reach farther or dig deeper to get their water. Outside Las Vegas, Lake Mead, fed by the Colorado River, was recently measured at 39 percent of 8.

These problems are compounded by an *antiquated* (陈旧的) system of regulations, *dysfunctional* (功能失调的) water markets, policies that encourage overpumping, and contracts that discourage conservation by requiring customers to pay for water they don't use. These approaches depress investment and 9 innovation.

To fix our water systems, we need prices that lead to more 10 water use and invite needed investment, data to track water resources and usage, and much more research and development.

A. neglect	F. independent	K. causing
B. capacity	G. forcing	L. enhance
C. presents	H. rational	M. serious
D. disappear	I. attention	N. inhibit
E. reliable	J. factors	O. threatens

## ● Section B Reading and Matching ●

*Read the following passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.*

### Five Myths About Obesity

- [A] The obesity *epidemic* (流行病) is among the most critical health issues facing the United States. Although it has generated a lot of attention and calls for solutions, it also has served up a super-sized portion of myths and misunderstandings.
- [B] The first myth is if you're obese, blame your genes. As obesity rates have soared, some researchers have focused on individuals' genetic *predisposition* (易患病的体质) for gaining weight. Yet, between 1980 and 2000, the number of Americans who are obese has doubled — too quickly for genetic factors to be responsible.

- [C] So why do we eat more than we need? The simple answer: Because we can. At home and at restaurants, a dollar puts more calories on our plates than ever before. Before World War II, the average family spent as much as 25 percent of its total income on food — in 2011, it was 9.8 percent. And people eat out now more than in the past. In 1966, the average family spent 31 percent of its food budget dining away from home — in 2011, it was 49 percent. Restaurant meals usually have more calories than what we prepare at home.
- [D] Meanwhile, the food industry has developed tens of thousands of products with more calories per bite. We should blame these business practices, which are modifiable, for obesity rather than our genes, which are not.
- [E] The second myth is if you're obese, you lack self-control. According to a 2006 study, "research on restrained eating has proven that in most circumstances dieting is not a feasible strategy." Unfortunately, this *puritanical* (严格的) view of personal resolve plays down how our surroundings and mental state determine what we eat.
- [F] In one study, for example, people asked to choose a snack after memorizing a seven-digit number were 50 percent more likely to choose chocolate cake over fruit salad than those who had to memorize a two-digit number. When adults in another study were asked to sample a variety of foods after watching a television show with junk-food commercials, they ate more and spent a longer time eating than a similar group watching the same show without the junk-food ads. In the same study, children ate more goldfish crackers when watching junk-food commercials than those who saw other ads. Even the most *vigilant* (警惕的) may not be up to the task of controlling their impulses.
- [G] The third myth is that lack of access to fresh fruits and vegetables is responsible for the obesity epidemic. The Obama administration's Healthy Food Financing Initiative is meant to help low-income communities that lack access to fresh food. Although the US Department of Agriculture estimates that fewer than 5 percent of Americans live in these "food deserts", about 65 percent of the nation's population is overweight or obese. Since we are buying more calories than we need, eating healthfully could be made more affordable by eliminating unnecessary cheaper low nutrient foods and substituting higher quality foods that may be slightly more expensive.
- [H] Obesity is usually the consequence of eating too much junk food and consuming portions

that are too large. People may head to the produce section of their grocery store with the best intentions, only to be confronted by candy at the cash register and chips and soda at the end of aisles. Food retailers' impulse-marketing strategies contribute significantly to obesity across the population, not just for those who do not live near a green grocer or can't afford sometimes pricier healthy choices.

[I] The fourth myth is the problem is not that we eat too much, but that we are too *sedentary* (久坐的). First lady Michelle Obama's "Let's Move" campaign is based on the idea that if kids exercised more, childhood obesity rates would decline. But according to the Centers for Disease Control and Prevention, there was no significant decrease in physical activity levels as obesity rates climbed in the 1980s and 1990s. In fact, although a drop in work-related physical activity may account for up to 100 fewer calories burned, leisure physical activity appears to have increased, and Americans keep tipping the scales.

[J] There is compelling evidence that the increase in calories consumed explains the rise in obesity. The National Health and Nutrition Examination found that people take in, on average, more than 500 more calories per day now than they did in the late 1970s, before obesity rates accelerated. That's like having Christmas dinner twice a week or more. It's nearly impossible for most of us to exercise enough to burn off these excess calories.

[K] The fifth myth is that we can conquer obesity through better education about diet and nutrition. According to a physicians' health study, 44 percent of male doctors are overweight. A study by the University of Maryland School of Nursing found that 55 percent of nurses surveyed were overweight or obese.

[L] Even with more information about food, extra-large portions and sophisticated marketing messages undermine our ability to limit how much we consume. Consider Americans' alcohol consumption: Only licensed establishments can sell spirits to people older than 21, and no alcohol can be sold in vending machines. Yet there are very few standards or regulations to protect Americans from overeating.

[M] In the 19th century, when there were no controls on the quality of drinking water, infectious disease was a major cause of death. Similarly, if Americans did not live in a world filled with buffets, cheap fast food, soft drinks with corn *syrup* (糖浆), and too

many foods with excess fat, salt and sugar, the incidence of obesity, heart disease, high blood pressure and *diabetes* (糖尿病) probably would *plummet* (陡降). Education can help, but what's really needed is regulation — for example, limits on marketing that caters to our addiction to sugar and fat.

- \_\_\_\_\_ 1. People who eat out more frequently have higher rates of obesity than those who eat out less.
- \_\_\_\_\_ 2. People won't lose weight by trying to eat less because they can't easily control themselves.
- \_\_\_\_\_ 3. Our world has become so rich in temptation that we can be led to consume too much in ways we can't understand.
- \_\_\_\_\_ 4. Approximately 30 percent of supermarket sales are from such end-of-aisle locations.
- \_\_\_\_\_ 5. It wouldn't be a problem if we stuffed ourselves only once a year, but all-you-can-eat feasts are now available all the time.
- \_\_\_\_\_ 6. Once standards were established, the number of these fatalities declined.
- \_\_\_\_\_ 7. If people who provide health care cannot control their weight, why would nutrition education alone make a difference for other?
- \_\_\_\_\_ 8. In addition, new and effective marketing strategies are encouraging us to buy and consume more than necessary.
- \_\_\_\_\_ 9. Research shows that if we are overwhelmed with too much information or absorbed, we have a tendency to surrender to poor dietary choices.
- \_\_\_\_\_ 10. For most of us, obesity is not related to access to more nutritious foods, but rather to the choices we make in convenience stores and supermarkets where junk-food marketing dominates.

## ● Section C Reading in Depth ●

*Read the following passages carefully and then finish the tasks below.*

### PASSAGE 1

Bluefin tuna are powerful ocean *predators* (食肉动物), growing up to twice the size of a lion and faster than a deer. There's just one fatal flaw in their design: their flesh is delicious

to humans and worth a lot of money, creating a market demand that has led to a history of overfishing.

In the case of Pacific bluefin, weak international regulations have failed to stem the toll. Now, where every 100 fish once thrived, fewer than three would remain. Without rapid, coordinated action by the major fishing nations, Pacific bluefin tuna face a commercial extinction, becoming too rare to catch profitably.

Humans are deeply connected to the global ocean. Disruptions to the marine environment can pose threats to our own survival. The severe overfishing of this fish raises some larger questions for all of us: How do we live within our means and feed a growing population? And how will our descendants inherit an environment that can sustain them?

The marine ecosystem is critical to life. It provides seafood to billions of people and economic sustenance to coastal communities worldwide, while absorbing about half of the human-produced carbon dioxide that is warming our planet to dangerous levels. Pacific bluefin tuna play a vital part in this web of life as they make journeys from their birthplace in the waters around Japan to the coasts of California and Mexico, where they spend several years feeding before returning.

Many international agreements and pledges affirm that each nation must play its part in conserving our shared ocean resources. But these binding international laws are too seldom followed or enforced. Rather than acting with caution in the face of uncertainty, some nations continue overfishing of Pacific bluefin tuna, even on the spawning grounds in the Sea of Japan and near Okinawa, where protections are needed most.

In sharp contrast to their Pacific counterparts, Atlantic fishing nations stepped up to honor their international commitments. They slashed quotas, prioritized national reporting of the catch, and implemented a tracking system to trace the fish from boat to market. Bluefin tuna in the eastern Atlantic are now on course toward recovery.

In the Pacific, where the situation is far worse, key fishing nations have yet to shoulder their responsibilities and have been unwilling to take the bold action necessary to protect and rebuild this species because of shortsighted national interests.

We must learn from the Atlantic example while there's still time. With strong leadership, the commission could commit to a science-based, precautionary recovery plan for Pacific bluefin tuna. A plan would include investments in basic research, quota reductions, robust



monitoring, traceability of the catch to market and enforcement.

We must work together to protect our ocean ecosystem, which supports communities, economies and cultures around the Pacific Rim. Nations need to make good on their international commitments to put long-term ocean health ahead of short-term national interest. The Pacific bluefin tuna depends on it.

1. What is the vital threat to bluefin tuna?
  - A. Their sizes are too big to feed and survive.
  - B. They lay scarce eggs to turn into adult fish.
  - C. The living environment is heavily damaged.
  - D. Severe overfishing is caused by high profit.
2. Why is Pacific bluefin tuna important in ecosystem?
  - A. It supplies food and economic sustenance to coastal cities.
  - B. It absorbs carbon dioxide which is harming the earth.
  - C. It travels from eastern to western coasts for birth.
  - D. It eliminates the pollutants and purifies the ocean.
3. In which area does Pacific tuna need protection most?
  - A. Sea of Japan
  - B. California
  - C. Mexico
  - D. Pacific Rim
4. How is the situation for Atlantic bluefin tuna?
  - A. Even fewer tuna remains.
  - B. Their number is increasing.
  - C. The situation is far worse.
  - D. Some nations continue overfishing.
5. What is the most significant implication from the passage?
  - A. International laws should be followed and enforced.
  - B. Tracking system to the fish should be implemented.
  - C. Prioritizing ocean health ahead of national interest.
  - D. Fishing nations should take bold action willingly.