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前 言

《大学英语系列教材》是以教育部颁布的《大学英语教学大纲(修订本)》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大纲对大学英语教学的基本要求,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、心得体会和理论成果。

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,有利于学生扎实、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》:共6册,难度分别相当于大学英语1~6级,适合非英语专业1~3年级学生使用。它类似于传统的泛读教材,但又有所突破。每分册提供大量的阅读材料,并在

每单元安排快速阅读练习、阅读技能、词汇等的综合练习。每分册均编写了三套阅读自测题，作为学生阶段测试。本教材既可供课堂泛读教学用，又可供学生课外自学。

《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，又可在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，并列出国词义；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

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编者的话

《大学英语阅读进阶》依据《大学英语教学大纲(修订本)》编写,供大学英语基础阶段的教学使用。《大学英语阅读进阶》的1~4册适用于大学英语的基本要求,5~6册适用于大学英语的较高要求。本系列教材也是“新世纪高等教育教学改革工程”项目“大学英语教学方法和模式的探索与研究”(教高[2000]14号)课题的成果。

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把快乐(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 topic-based 的原则编写各单元。每单元的话题均为学生所熟悉的内容,以便学生能充分运用他们的原有知识,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。课文的难易度和长度基本上成阶梯状上升。

3. 重视学生跨文化意识的培养。每一分册均安排有介绍不同文化的单元,使语言材料与文化内容融为一体。

4. 注重启发式的教学。每单元的第一页均配有与文章相关的图片和若干问题,供学生阅读前思考,并诱导学生阅读的积极性。

5. 学与考相结合。除了每一分册均编排了三个单元的自测(Test Yourself)以外,各单元也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。

6. 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。

7. 该系列教材图文并茂,版式别具一格。插图的运用为学生学习语言提供了较为真实的情景,让学生有身临其景之感,从而更有效地培养他们运用语言的能力。

本系列教材的编写得到了许多同仁和专家关心和悉心指导;重庆大学出版社的领导和外语编辑室的编辑们为该系列教材的版式设计、图片选配以及最终的出版等方面均倾注了大量的心血,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。

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Unit 1

Language and Culture



Preparing to Read

Think about the answers to the questions below :

1. Do you have any idea about when, where and how language began?
2. What customs should one follow when he wants to do business successfully with Arabs?
3. What's your idea about body language? Is it the same in every country?
4. Does the meaning of time differ in different countries? How does time communicate in our culture?

Part One



Timed Reading

Read as quickly as you can. Record the time when you both start and finish reading the passage. Then do the exercise that follows.

Suggested time: 4'51"

Starting time: _____

[1] Where, when, and how language began is still a mystery, though there are many theories on the subject. One favorite theory is that early man imitated the sounds he heard in nature, such as the barking of a dog or the gurgling of a brook. Those who favor this theory believe that it explains why there are so many languages in the world. A rooster crow may have struck the ear of one tribal chief in one way, but it may have sounded slightly different to another chief. Thus the sound of a rooster made came to be "cock-a-doodle-doo" in English, "cocorico" in French, "cucuricu" in Rumanian.

[2] Today there are nearly 3,000 separate spoken tongues. Some, such as English and Chinese, are spoken by hundreds of millions of people. Others, such as some of the native tongues of the American Indians, are spoken by only a few thousand or a few hundred people.

[3] All languages have certain things in common, though their differences are enormous. They all consist of sounds produced by the vocal organs (the throat, nose, tongue, palate, teeth, and lips) and received by the ear. The vocal organs are capable of producing hundreds or perhaps thousands of different sounds. Each language group selects and uses only a small number of these—usually between 10 and 60. Different languages use different sets of sounds. People grow accustomed to the sounds of their own language. When they need to learn a new set of sounds, they find that their old language habits get in their way.

[4] The sounds used by any language are arranged so that they produce words that have certain meanings. When the sounds of D, O, and G are lined up, they produce the word "dog". But the same word will be meaningless to a Russian or to an Italian who uses the word *sobaka* or *cane* instead.

[5] Despite of their many differences, then, all languages have three things in common: a set of individual sounds, a particular way of ordering sounds into words or word units, and rules for such things as word endings or the arrangement of words in a certain order. To learn a new language, you must first learn to produce a new set of sounds. Then you must learn to

accept new words for given meanings. Finally, you must learn new regulations for your new words.

(388 words)

Finishing time : _____

Time spent : _____

Reading speed : _____ (WPM)



Exercise

Decide whether the following statements are True or False. Write T (true) or F (false) on the lines provided.

1. ___ Among the many theories about the origin of languages, only one is reasonable.
2. ___ When people learn a new set of sounds, they find that their old languages help them a lot.
3. ___ All languages consist of sounds produced by vocal organs and sounds produced in nature.
4. ___ The words used by any language are arranged so that they are pleasant to hear.
5. ___ When you learn a new language, you must first learn new regulations, then learn the meanings of the words, finally, you learn to produce a set of sounds.
6. ___ Today there are 3,000 separate spoken languages in the world.

Results : _____

Part Two



Reading Comprehension and Vocabulary Development

Read the following selections and then do the exercises below.



Text 1

Tips on Doing Business with the Arabs

- [1] Arabs consider it extremely bad manners to start talking business immediately. Even

the busiest government official always takes extra time to be polite and offer refreshments(食物和饮料). No matter how busy you are, you should make time for this hospitality(好客,款待).

[2] The "Conference visit" is a way of doing business throughout the Arab world. You will often have to discuss your business in the presence of strangers, who may or may not have anything to do with your business. Do not be surprised if your meeting is interrupted several times by people who come into the room unannounced, whisper or speak softly to the person with whom you are talking, and leave. Act as though you do not hear, and never show displeasure at being interrupted.

[3] Making decisions quickly is not an Arab custom. There is a vagueness(模糊) in doing business in the Middle East which will puzzle a newcomer. Give yourself lots of time and ask a lot of questions.

[4] Patience is an important quality. You may have to wait two or three days to see high-level government officials as they are very busy. Give yourself enough time.

[5] Personal relationships are very important. They are the key to doing business in Arab countries. Try to identify the decision-maker regarding your product or service immediately and get to know him on a friendly basis. Do your homework. Be prepared to discuss details(细节) of your product or proposal. Be ready to answer technical questions.

[6] Familiarize yourself with the Moslem and national holidays. Most Arab countries have a six-day workweek from Saturday through Thursday. When matched with the Monday to Friday practice in most western countries, it leaves only three and a half workdays shared. Remember this in planning your appointments. Moslems do not eat pork(猪肉). Some are strict about the religion's prohibition against alcoholic beverages. If you are not sure, wait for your host to suggest the proper thing to drink.

[7] When an Arab says yes, he may mean "maybe". When he says maybe, he probably means "no". You will seldom get a direct "no" from an Arab because it is considered impolite. Also, he does not want to close his options(选择). Instead of "no", he will say "inshallah", which means, "if God is willing". On the other hand, "yes" does not necessarily mean "yes". A smile and a slow nod might seem like an agreement, but in fact, your host is being polite. An Arab considers it impolite to disagree with a guest.

(406 words)



Understanding Ideas**Exercise**

Choose the correct answers according to the text.

1. What does "tips" in the title mean?
 - A. Suggestions or advices.
 - B. Money given for the person who serve for you.
 - C. The end of one's finger.
 - D. Touch or strike lightly.
2. Which of the following is a good manner in doing business with the Arabs?
 - A. Show displeasure at being interrupted when discussing business.
 - B. Speak softly to the person with whom you are talking.
 - C. Show patience when waiting to see high level government officials.
 - D. Start talking business immediately and make quick decisions.
3. The text intends to _____.
 - A. tell us different customs of the Arabs
 - B. prove that the Arabs are so strange that it's difficult to understand and deal with them
 - C. help us to understand the polite customs and practices in doing business with Arabs
 - D. suggest that one should avoid doing business with the Arabs who are not efficient and too sensitive
4. From the text, we can learn that _____.
 - A. it is very dull and complex to deal with the Arabs when doing business with them
 - B. there are too many different customs in the Arab world which are strange to the outsiders
 - C. the author disapprove of the usual practice of the Arabs
 - D. understanding other people's customs is necessary for one's successful performance
5. Which of the following idioms best express the suggestions given in the text?
 - A. Where there is a will, there is a way
 - B. Practice makes perfect
 - C. When in Rome, do as the Romans do
 - D. East or west, home is best

Vocabulary Development



Exercise

Choose the best answers to complete the following sentences.

- Knowing the polite customs and beliefs is also the _____ to dealing with those people from western culture.
A. key B. answer C. way D. cure
- Don't _____ the speaker, ask your questions afterwards.
A. trouble B. interrupt C. visit D. disturb
- He was _____ what to do next.
A. puzzled B. surprised C. pleased D. identified
- Staring at people is considered bad _____ in our country.
A. manner B. behavior C. manners D. habit
- We _____ him the house for \$ 2,000.
A. supplied B. provided C. offered D. presented



Text 2

How to Read Body Language

[1] All of us communicate with one another nonverbally, as well as with words. Most of the time we're not aware that we're doing it. We gesture with eyebrows or a hand, meet someone else's eyes and look away, shift positions in a chair. These actions we assume are random(任意的) and incidental. But researchers have discovered in recent years that there is a system to them almost as consistent and comprehensible(可理解的) as language.

[2] Every culture has its own body language, and children absorb its meaning along with spoken language. A Frenchman talks and moves in French. The way an Englishman crosses his legs is nothing like the way a male American does it. In talking, Americans are apt to end a conversation with a droop(低垂) of the head or hand, a lowering of the eyelids. They wind up a question with a lift of the



hand or a widening of the eyes.

[3] One of the most effective elements in body language is eye behaviour. Americans are careful about how and when they meet one another's eyes. In our normal conversation, each eye contact lasts only about a second before one or both individuals look away. When two Americans look searchingly into each other's eyes, emotions are heightened and the relationship becomes more intimate(亲密). Therefore, we carefully avoid this, except in appropriate circumstances.

[4] Postures sometimes offer a guide to broad relationships within a group. Imagine that at a party, guests have been fired up by an argument over student radicalism. You may be able to spot at a glance the two sides of the argument by postures adopted. Most of the pros, for example, may sit with crossed knees, the cons with legs stretched out and arms folded. A few middle-of-the-roaders may try a little of each — crossing their knees and folding their arms.

[5] The amount of space a man needs is also influenced by his personality — introverts (内向), for example, seem to need more elbow room than extroverts (外向). Situation and mood also affect distance. Moviegoers waiting in line to see a sexy movie will line up much more densely than those waiting to see a family-entertainment movie.

[6] Communication between human beings would be just that dull if it were all done with words. But actually, words are often the smallest part of it. (374 words)

Understanding Ideas



Exercise 1

Choose the correct answers according to the text.

1. What does "wind up" in paragraph 2 mean?
A. put forward B. raise C. talk about D. end
2. The main idea of this text is that _____.
A. body language is new and interesting enough to learn and practice
B. non-verbal communication is as important as verbal communication
C. people from different cultures have different gestures
D. the same gesture has different meaning in different cultures
3. _____ is one of the most effective body language.
A. Posture B. Gesture C. Space D. Eye behavior
4. When we communicate with other people nonverbally, we usually do it _____.

- A. with a purpose B. by chance C. without any reason D. unconsciously
5. The last sentence seems to suggest that _____.
- A. the communication done with words is really boring and meaningless
- B. verbal communication is not as interesting and important as nonverbal communication
- C. body language is rich, therefore, it is worth studying more than written words
- D. body language largely does exist in every culture and add much interest and meaning to the communication



Exercise 2

Decide whether the following statements are True or False. Write T (true) or F (false) on the lines provided.

- ___ When we gesture with eyebrows or a hand, meet someone else's eyes and look away, we do it incidentally.
- ___ Body language differs in each culture.
- ___ Americans always avoid to look searchingly into others' eyes except in appropriate circumstances and the eye contact lasts only about three seconds before one or both individuals look away.
- ___ By watching for people's posture, one can tell their relationship or attitude.
- ___ Body language speaks more than words sometimes.

Vocabulary Development



Exercise 1

Find the antonyms for the following words by adding appropriate prefixes.

- polite
- patience
- verbal
- pleasant
- aware
- popular
- approve
- understand
- regular