

第二版



“十二五”普通高等教育本科国家级规划教材
大学英语立体化网络化系列教材

黄必康 ©总主编



College
English Reading

大学英语 阅读教程 **实用篇**

黎宏 韩红建 ©主 编



北京大学出版社
PEKING UNIVERSITY PRESS

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第二版前言

随着全球化趋势加快和国际交流的日益增强,英语作为信息传播和国际交流的载体,在中国走向世界的过程中起着越来越重要的作用。切实掌握这门语言已经是众多学习者的迫切愿望。一部优秀的英语教材往往对学习起着难以估量的巨大作用,它不仅能使学习者在语言文化方面得到良好的熏陶,而且能够帮助学习者树立正确的人生观、世界观和价值观。

《大学英语阅读教程》(第二版)(实用篇)依据教育部颁发的《大学英语课程教学要求》中对阅读和翻译的一般要求和较高要求编写而成。本书以阅读为出发点,对学习进行说、读、译等技能的训练,旨在为学习者提供丰富多彩的英文阅读素材,帮助学习者掌握阅读策略,提高学习者的英语阅读和翻译技能。同时它还可以帮助学习者开拓视野、改善思维、提高人文素养、增强跨文化意识和提高跨文化交际能力。

《大学英语阅读教程》(第二版)(实用篇)选材广泛,内容新颖,选取与大学生生活、专业学习或未来工作有交集,具有很强实用性的语篇为素材,突出选材在学生实际语用中的“实用性”并兼顾大学英语四级考试的阅读能力要求。“实用性”语篇的选用,旨在强化学生对生活、学习和未来工作场景中相关主题背景知识的储备、话题相关语域的词汇和句式表达的综合积累,提高学生在不同实际语用环境中的英语应用能力。同时,通过阅读和翻译技能训练,提高学生的英语阅读和翻译能力。书中所选文章大多出自英美国家著名报刊、书籍或网站,注重语言质量、文化内涵以及思想深意。选文一方面体现了很强的实用性,另一方面又极具可读性和趣味性。

《大学英语阅读教程》(第二版)(实用篇)在练习与活动设计方面,体现出以训练学习者阅读能力为中心,兼顾口语、翻译等多种技能训练的编写理念。在阅读主课文之前,编者专门设计了10项与课文相关的主要信息匹配题,以此激活学习者相关知识并训练学习者寻读与略读的快速阅读技能,此项练习还与大学英语四级考试快速阅读题型紧密结合;随后的阅读理解练习,既包含有对相关主课文信息的细节、主旨等阅读技巧的训练,又有对题材、作者态度等推断题型的设计与训练,以加深读者对阅读材料的理解;与主课文既相关又有突破的

读后思考题不仅为学习者练习口语提供机会,还能够训练学习者的思维能力;之后的相关主题短文阅读,可以进一步强化学习者的阅读策略意识;除此以外,本书还精心选择与单元主题相关的材料作为翻译练习,使学习者在了解更多相关主题知识的同时,还训练其翻译技巧,达到以阅读为主,融合多种技能,培养综合素质,提高语言能力和思维能力的多元目标。

此外,在策划和编写过程中,编者还研究了国内外出版的相关教材,从中得到重要启发,受益匪浅,在此向这些编者和作者们表示感谢。在编写过程中,由于编写人员学识有限,教材中难免会出现谬误之处,恳请使用本教材的教师同仁和学生谅解并提出批评和建议。

编者

2015年7月1日

第一版前言

随着中国改革开放步伐的加快,英语作为信息传播和国际交流的载体在中国走向世界的过程中起着越来越重要的作用。切实掌握这门语言已是众多学习者的迫切愿望。一部优秀的英语教材往往对学习者起着难以估量的巨大作用。它不仅能使学习者在语言文化方面得到良好的熏陶,而且能够帮助学习者树立正确的人生观、世界观和价值观。

新世纪的到来,给我国高等院校的英语教学带来了一片新的生机。我国高校英语教学改革步伐也随着改革开放的步伐与时俱进、突飞猛进。英语教材的建设和不断更新历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教委和全国高校外语教学指导委员会正坚定不移地推行大学英语教学改革,并制订颁布了新时期的大学英语课程教学要求,这为新的大学英语教材的编写提供了指导依据,同时新的教学要求亦使我们意识到了编写新的大学英语教材的必要性和紧迫性。在此情势下,北京大学教材建设委员会将“大学英语”教材建设列为重点项目,并由北京大学出版社具体组织、策划大学英语系列教材的编写和出版工作。

2004年,北京大学出版社推出了《大学英语教程》(包括1—6册学生用书和教师用书,共12册)。同时还出版了新型大学英语听说系列教材——《必胜英语——大学英语实用听说教程》(1—4册学生用书和教师用书,共8册),以及《大学英语视听说教程》(1—4册)、《大学英语实用听力教程》(1—4册)、《大学英语快速阅读》(1—4册)、《大学英语阅读教程》(1—4册)、《高级英语阅读教程》等教材。我国陆续有多所高校开始启用这套教材,并对该套教材给予了肯定的评价和极高的赞誉。

《大学英语阅读教程》是整个大学英语立体化网络化系列教材的一个重要组成部分。它旨在为学习者提供丰富多彩的英文阅读素材,帮助学习者掌握英语阅读策略,培养学习者的英语阅读技能。同时它还可以帮助学习者开阔视野、改善思维、提高素质以及增强跨文化意识等积极作用。

《大学英语阅读教程》共分四册,每册有24课。每册的选材与《大学英语教程》1—4册相对应,主题广泛,思考深刻。其中既有贴近大学生校园生活的话题,如大学生的学习、生活、成长过程、自我意识、亲情友情等,也有人们广泛关注的历史、文化、教育、环境等方面的话题。每课编排体例及说明如下:

1. **课文导读:**主课文之前有一段简短的中英文导读,目的在于暗示主课文将涉及的主题、激活学习者的相关知识并增强其阅读兴趣。

2. **主课文**: 主课文与《大学英语教程》中相应文章的话题一致,难度略大,长度在1000单词左右。

3. **生词旁注**: 主课文的左面是生词旁注,配有中文注解,便于学习者排除生词障碍,进行透彻的字面理解。

4. **问题旁注**: 主课文的右面设计了许多与文章内容紧密相关的问题以及启发学习者进行积极思考的问题,以帮助学习者更好地理解文章内容。

5. **阅读理解练习**: 主课文之后是阅读理解练习题,既有选择题,也有填空题,目的在于检验学生的阅读效果。

6. **阅读策略**: 阅读策略是高效率学习者必须具备的能力,它不仅能提高学习者的阅读速度,也能使读者加深对阅读材料的理解。为了强化学习者的阅读策略意识,在阅读策略分析之后设有相关练习题。

7. **读后思考题**: 读后思考题与主课文既相关又有突破,目的在于让学习者把视线从主课文中转移出来,放飞其想象力。

8. **快速阅读**: 快速阅读为一篇实效性较强的短文,长度为350单词左右。短文之后设计了填空、判断正误和选择三种检测阅读理解效果的练习题。填空题主要用来检查阅读者的快速识别能力,因此主要是考察最基本的信息。判断题重点考察对主题和重要细节的理解。选择题主要考察阅读者识别细节、猜测字义、识别篇章承转启合的能力。快速阅读部分还要求学生自测阅读速度和理解程度。

为了鼓励学习者课后自学,提高自主学习能力和自我检测能力和自学效果跟踪能力,每册书后附有以下内容:

1. 主课文及阅读策略练习答案;
2. 快速阅读练习答案表;
3. 主课文阅读速度查对表;
4. 阅读理解准确率查对表;
5. 阅读进度记录表。

编者

2005年12月

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Lesson 1

Online Education

Lesson Tips

Education can now be obtained not only from within the four walls of the classroom. Quite a lot of new means can be applied to education. Even tutorials are now becoming more of online activities than face to face encounters. Getting online has become part of our daily life. It's indeed a helpful complement to the traditional educational means, which can provide different learners with more flexible and versatile ways of learning. And there is an increasing trend towards using social media tools in online education. Students are actively tweeting, posting, liking, and commenting all across social media and there doesn't seem to be an end in sight. Skype, YouTube, and Facebook are probably the most popular social networking sites used in western classes. What are the benefits of social media for students, educators and even parents? How can social media tools be employed in the 21st century classroom? In this passage, you will find the answer.

PART I READING

A Pre-Reading: Skimming & Scanning

Starting Time _____

Read the ten statements attached to the following text. Each statement contains information given in one of the paragraphs of the text. Identify the paragraph from which the information is derived by skimming and scanning the text. You may choose a paragraph more than once. Each paragraph is marked with a letter. Do not read the notes on the right margin.

- () 1. Professors are having a try even though they're not quite clear about what to do with the social media tools.
- () 2. Faculty are improving traditional social media tools to make them more popular in online learning.

- () 3. Social media tools act as classrooms where students can communicate and discuss their group projects.
- () 4. Students may be afraid to talk freely on social media as everybody can see the postings.
- () 5. Personal broadcast technology has made it possible for students to have more opportunities to learn.
- () 6. The pleasant experience with social media will spur faculty on to use it more and routinely.
- () 7. Apart from communication, social media also help students to do academic work and catch up with the trend.
- () 8. It was not until 2008 that MOOCs began to change traditional college education.
- () 9. Brown holds an optimistic view towards the function of social media in online courses.
- () 10. Unlike social media, online learning is no longer a newborn for the arrival may be traced back to 1990s.

Social Media Gains Momentum in Online Education

Jordan Friedman

[A] Massive open online courses have been changing how Internet-savvy students learn since they first appeared in 2008. Originally **hailed** as a revolution with the power to make traditional colleges no longer useful, MOOCs are now often seen as a supplement to in-person education.

What is the function of MOOCs in education?

[B] “The recent increase in the accessibility of personal broadcast technology has opened a wealth of new opportunities for learning and teaching, which can enable us to meet the emerging needs of our students and address issues resulting from the changing dynamic of the student population. These issues include the requirement for more flexible learning, as students need to work increasingly long hours in paid employment to meet the cost of their education,” says Sandy Winterbottom of University of Sterling while taking virtual lectures as the best revision aid.

What has made the online learning possible?

What may the changing dynamic of student population bring about?

Are traditional ways of teaching still useful?

[C] Besides, results from one survey suggest online instructors are more likely than on-campus instructors to use social media for both personal and professional reasons. In his University of Hawaii online course, Introduction to e-Learning, associate professor Michael Menchaca requires his students to introduce themselves to each other by creating 15-second videos on Instagram. Later in the semester, students “meet” to discuss their group projects using

Why does the associate professor Michael Menchaca apply social media to his online class?

Google Hangouts. Twitter is popular in his classes, too, enabling students to share resources and engage in discussions, Menchaca says. These are just two examples of the social media tools Menchaca uses to foster communication among his students.

[D] “We’ve had online learning for quite a long time — since the 1990s, when it started to become popular — but the inclusion of social media is something that’s relatively new,” Menchaca says. “A lot of us are starting to use it more. I guess we’re still **tinkering** around and trying things.” There isn’t much precise data available on social media’s presence in the realm of online education, experts say. But what does exist indicates that professors of both online and in-person classes are more open to **incorporating** social media into class material.

[E] “About five years ago, it was very much experimental, very much an ‘I’m going to go out there and be a pioneer’ mentality,” says Jeff Seaman, co-director of the Babson Survey Research Group, which conducts research on technology’s impact on higher education. “It wasn’t necessarily thought out. Now, the more established faculty, those using it more, have begun to think of it as one more tool in the **arsenal**.”

[F] Faculty who teach online courses are more likely than those who don’t to use social media for both personal and professional reasons, according to a 2013 Babson and Pearson Learning Solutions survey. About 41 percent of professors in online and face-to-face classes have used social media in their teaching, the survey says.

[G] The use of social media in online learning varies very widely among professors, Seaman says. But, the tools remain a natural way for students to communicate given their prevalence today — even for adult students, says Abbie Brown, professor in the department of mathematics, science and instructional technology education at East Carolina University. “People entering into online education are probably a bit more open to and experienced in using electronic social media,” he says.

[H] Beyond traditional social media platforms, learning management systems that have a social media component, including Blackboard and Moodle, are also common in online learning, says Bethany Smith, director of the media and education technology resource center at North Carolina State University’s College of Education. “We **mimic** kind of what Facebook is doing, but in a

What is the professors’ attitude towards the inclusion of social media tools into their teaching?

How did social media appear in online education?

How does Jeff Seaman get the data and conclusion about using social media?

Why are faculty who teach online courses more likely to use social media?

What does the author want to show us by quoting the figure?

Why are the social media tools so popular among students?

What characteristics do people who have more access to online education have?

What are Blackboard and Moodle?

What’s the difference between Moodle and Facebook?

learning environment,” Smith says.

[I] Seaman, with Babson Survey Research Group, points to two main benefits of using social media in an online classroom: the sense of community it fosters among students, and the ability for students and professors to share information with each other. Jonah Preising, a student in Menchaca’s class, agrees. “Social media definitely has a place in education, and for me that place was getting information, even in aspects of research, and in finding emerging trends,” says Preising, who is pursuing a master’s degree in educational technology.

[J] Linda Weiser Friedman, a statistics and computer information systems professor at the Zicklin School of Business at CUNY—Baruch College, uses blog sites like WordPress and Blogger to facilitate discussion among students. For instance, in the first or second week of her Principles of New Media class, students create their own blogs and then post a paragraph or two each week on an assigned topic. Students also comment on their classmates’ work and give each other feedback, creating a kind of “conversation in cyberspace”, Friedman says.

[K] Friedman adds that sites like Twitter also facilitate conversation, though she added that she believes professors “aren’t quite sure what to do with Twitter.” She did note, however, that professors have started using Twitter in **hybrid** courses by beginning a discussion in class, showing the post to the students and then continuing the conversation outside the classroom, designating a creative **hashtag** so that it’s easy to find the relevant opinions.

[L] But social media’s integration into the online classroom may also have disadvantages. Students can become involved with so many social media platforms “that it becomes difficult as a consumer to manage all of the tools available,” Menchaca says.

[M] Anything that’s posted on social media is likely available for anybody to see, which Seaman says might be a **deterrent** for students to “freely speak their minds”. But Smith, with North Carolina State University, says it could have a positive impact. “It ends up making students work harder because the whole world can see it and respond,” she says. Seaman also points to academic integrity as a key issue, since some faculty wonder how to verify whether the individual posting an assignment is actually the student.

[N] As for the future, Brown says social media will likely enhance opportunities presented in online courses. “I think that as we

What are the two main benefits of using social media in the online class?

According to Jonah Preising, what role do social media play in learning?

How does the use of blog sites facilitate discussion among students?

What do professors do with the social media tools?

What is a hybrid course?

What are the disadvantages of social media’s integration into the online classroom?

Is it good or bad that the whole world can see your remarks and views?

In which way can people ensure the academic integrity?

What does Brown predict

all become more comfortable with using social media, it will generate more opportunities for students to network, communicate informally with their professors and instructors and eventually enrich and enhance the overall educational experience," Brown says.

about the future of social media?

(1,060 words)

Finishing time _____

Time required _____

Time used _____

Comprehension _____ %

Glossaries

savvy	adj.	有见识的
hail	v.	向……欢呼
tinker	v.	笨手笨脚地做事
incorporate	v.	吸收
arsenal	n.	(方法、资源等的)宝库
mimic	v.	模仿
cyberspace	n.	网络世界
hybrid	adj.	混合的
hashtag	n.	主题标签
deterrent	n.	阻碍物

B Post-Reading: In-Depth Reading

Now re-read the above text and do the following exercises. The reading notes on the right margin may be of help to you in your reading process. If you prefer reading the text straight through without referring to these notes, just ignore them. Or you may want to turn to them for better reading comprehension in your post-readings.

I. Choose the best answer from the three options given.

- What's the purpose of writing this passage?
 - To tell us the popularity of social media in online learning.
 - To inform us the benefits of social media tools in classrooms.
 - To show us how to use social media tools in online classes.
- According to Seaman, what's the benefit of using social media in an online classroom?
 - To enable students to share resources.

- B. To help students do research for their degree.
C. To build a sense of community among students.
3. Which one of the following social media platforms is not traditional according to the passage?
A. Twitter and Google Hangouts.
B. Blackboard and Moodle.
C. WordPress and Blogger.
4. What's the positive impact of students posting on social media?
A. Students can freely speak their mind.
B. Students would work harder to respond seriously.
C. Students would be responsible for their remarks.
5. What's Brown's view towards the future of social media?
A. It will enhance opportunities presented in online courses.
B. It may assist students to learn in a more comfortable way.
C. It will help students communicate with professors more formally.

II. Fill in the blanks wherever required.

1. Due to the changing (1) _____ of the student group, massive open online courses came into being and (2) _____ in recent years functioning as a (3) _____ to in-person education. What's more, (4) _____ of social media, such as (5) _____ and Twitter, into class material started to become popular for both personal and (6) _____ reasons. Although social media's presence in the realm of online education was very much (7) _____ at the beginning, more and more faculty now have already accepted it into their arsenal.
2. Much as it is easier to deal with social media, the way of accessing to and using it (1) _____ widely among professors. As a natural way to communicate, students may use the tools to get (2) _____, even in the realm of (3) _____, while professors tend to apply them to (4) _____ the conversation in hybrid classes. However, it cannot be denied that such an integration is bound to have (5) _____. For example, the key issue of academic (6) _____ is difficult to be guaranteed. Therefore, much has to be thought out and done before it can actually have a (7) _____ effect in the future.



Reading Afterthoughts

Think of the following questions. If possible, discuss them with your classmates and the instructor.

1. What should we do to bring the opportunities of more access to social media into full play?
2. Since so many social media platforms are available on the internet, how can students manage them while learning online effectively?

3. Have you ever taken part in any online courses? In what ways do virtual lectures differ from face-to-face teaching?
4. There are also a number of excellent online courses in China. Do you think it possible for Chinese students to make the most of a MOOC on a college application, or even scholarship opportunities?

PART II SKILL DEVELOPMENT

Decide Between Live, Self-Paced Online Classes

In online learning, there are two main approaches to teaching. Some students enroll in *synchronous* (同步的) classes — live courses where students are required to log in at a specific time and participate via text or video technology. Most students, though, take asynchronous classes, meaning they sign on and view course readings or videos when they please, meeting deadlines while studying at their own pace. Each approach has its benefits and drawbacks, experts say. And online students should think carefully about which method works best for them.

Asynchronous learning tends to be popular among online students for a reason, says Harold Orndorff III, assistant professor of political science at Daytona State College. Many online students are *juggling* (兼顾) work and family commitments, and they don't always have time to log in at a certain hour, he says. "The ability to set their own schedule — for a lot of students, that's a huge benefit," he says.

Carol Price, who is pursuing an online certification in teaching at University of Illinois—Springfield, is one of those students. "For me, it's all about the flexibility," says Price, who works part time as a bookkeeper and an ice-skating instructor. "We have two younger children and my husband's job is not very flexible. I am the primary caregiver for our children and I needed something that was going to work around our family schedule."

Asynchronous learning, or self-paced learning, can also be great for students who may feel more comfortable using the written word than speaking in class, says Vickie S. Cook, director of the Center for Online Learning, Research and Service at the University of Illinois—Springfield. "It gives you a more level playing field — even the thoughtful, introverted student can really take time to think about a response," she says.

In addition, she says, asynchronous learning gives struggling students the chance to review information or move at a slower pace, while also allowing advanced students to *zip* (快速移动) through the material.

While asynchronous learning has its benefits, some believe live, online sessions provide the best education. Chip Paucek, CEO and co-founder of 2U, a company that helps colleges provide online programs, says a synchronous approach to learning allows students to engage with their online classmates and instructors in a way that enhances learning. The 2U model allows for all students and