

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

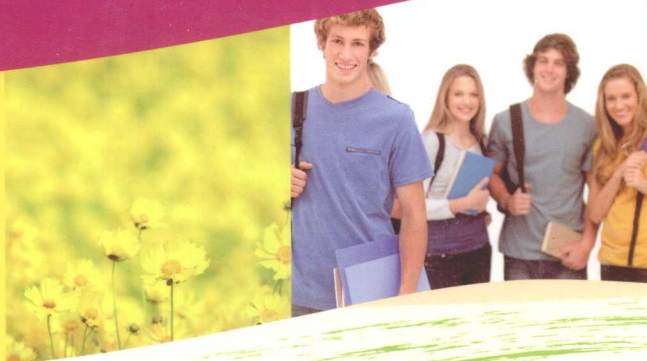
阅读教程

Reading to Develop Your Ideas

学生用书

第2版

主 编 / 蒋静仪



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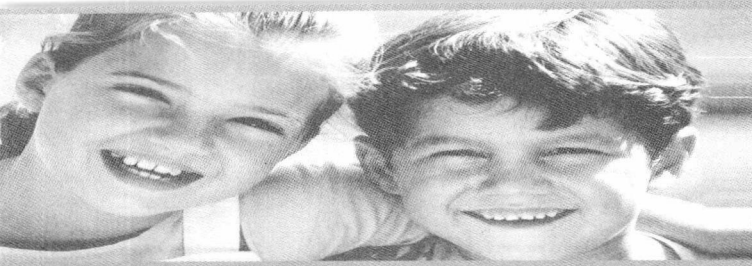
总 序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、六级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化,科技一体化,文化多元化,信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科生教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。



作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程,优化教材结构,改进教学方法和手段,强化学生自主学习能力的培养,有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

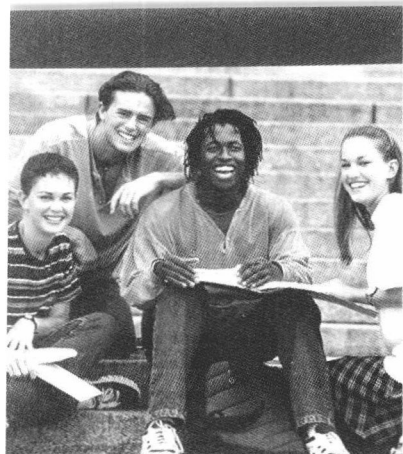
修订后的教材仍保持原有的专业技能、专业知识相关专业三大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



*Reading to Develop
Your Ideas*

第二版前言

《阅读教程》这套教材是在“主题为基础”、“协作性学习”的原则下编写的,我们希望学习者通过学习同一主题下各种题材的文章从不同角度来加深对每一个主题的理解,通过参与协作性学习学会合作与分享,从而达到提高理解问题和解决问题的能力,同时提高语言习得水平。

本套教材自2005年出版投入使用至今已四年有余,在此期间我们与使用该套教材的老师 and 同学们进行了多种方式的沟通,认真听取了大家对这套教材的意见和建议,很高兴教材得到众多的认可。出于多方面考虑,我们在第一版的基础上对教材进行了修订。第二版坚持第一版的编写理念和原则,保留了第一版的主要内容,作了以下几点修改和补充:

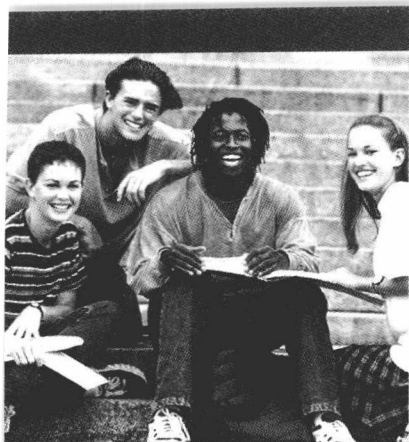
1. 替换了一些阅读文章,力求各个主题下的文章连贯性更好,文体类型更多样,时效性更强。这次替换的文章在语言和内容层面都要胜过原来的文章。

2. 增加了短语词汇的解释和练习,加强学习者对语块的意识,从而有助于词汇的习得。

3. 制作了配套的学习光盘。光盘在纸质教材的基础上,增加了补充阅读(每单元保证四篇以上),各种词汇的知识介绍和练习(词缀、语义网)和测试题(每两单元一个测试题)等等。该套光盘获得广东省多媒体课件一等奖、全国多媒体课件优秀奖。希望通过光盘的辅助培养学习者的自主学习能力,同时弥补课堂教学时间的不足。

希望通过这次修订,《阅读教程》(第二版)可以更好地帮助学习者提高阅读理解和分析能力,在学习的过程中学会学习(Learn how to learn),并最终成为一个真正自主、自动的学习者。

编者



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前言

这是一套为全国英语专业本科一、二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量地阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards et al, 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对于初级语言水平的学习者十分重要。而对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的观点和思想并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融合在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,这样提出问题和解决问题的能力也得到加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释名人名言切入,过渡到

教材中设计的与本单元主题相关的问题,激活学习者的思维,为“课中阅读”作一个铺垫。

2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者就阅读中难以解决的问题提供支持,不必也不需要対文章进行逐行逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以学习者应逐一去完成这一部分设计的活动和任务,并要充分利用信息时代所提供的大量资源去进行更多的真实阅读,然后去总结、归纳所作的大量阅读,最终形成自己的观点,与同学共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

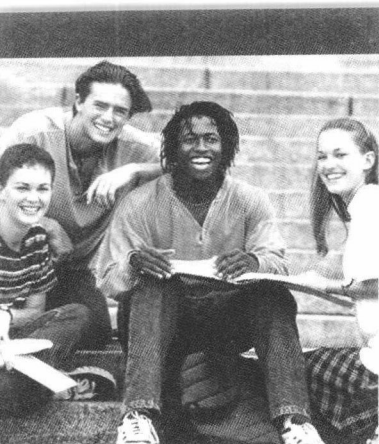
本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后,本套教材的编写者要借此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导,就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编 者

2005年3月



*Reading to Develop
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Contents

Unit 1 Human Relationship	1
Section One Pre-reading	2
Section Two In-reading	3
Reading One: <i>Win-Win Strategy</i>	3
Reading Two: <i>Don't Call Me Names</i>	6
Reading Three: <i>How to Get Their Attention</i>	9
Reading Four: <i>How Well Can We Listen?</i>	12
Section Three Post-reading	18
Unit 2 Growing-up Pains	24
Section One Pre-reading	25
Section Two In-reading	26
Reading One: <i>The Needs of Teenagers</i>	26
Reading Two: <i>The Right Attitude</i>	30
Reading Three: <i>The Baffling Question</i>	33
Reading Four: <i>Unconditional Mom</i>	37
Section Three Post-reading	43
Unit 3 Body Image	48
Section One Pre-reading	49
Section Two In-reading	50
Reading One: <i>Looking Good</i>	50
Reading Two: <i>Fat Fears Weigh Heavily on Kids</i>	53
Reading Three: <i>"Gabby, You're Sooo Skinny"</i>	57
Reading Four: <i>The Supermodel in a Size 14</i>	61
Section Three Post-reading	66

Unit 4 Sleep and Dreams	72
Section One Pre-reading	73
Section Two In-reading	74
Reading One: <i>Still Can't Sleep?</i>	74
Reading Two: <i>Dreams: What Do They Mean?</i>	78
Reading Three: <i>Interpretation of Dreams</i>	81
Reading Four: <i>Diving into Dreams World</i>	85
Section Three Post-reading	90
Unit 5 Your Health	95
Section One Pre-reading	96
Section Two In-reading	97
Reading One: <i>Why Tai Chi Is the Perfect Exercise</i>	97
Reading Two: <i>Heal Yourself</i>	100
Reading Three: <i>It's O. K. to Cry</i>	106
Reading Four: <i>Skin Cancer's Return: How Big a Threat?</i>	111
Section Three Post-reading	116
Unit 6 Friendship	121
Section One Pre-reading	122
Section Two In-reading	123
Reading One: <i>What Is Friendship</i>	123
Reading Two: <i>The Day We Became Brothers</i>	126
Reading Three: <i>Tinfoil and a Hair Ribbon</i>	134
Reading Four: <i>Time Brings New Openings to Friendship</i>	140
Section Three Post-reading	143
Unit 7 Culture and Customs	148
Section One Pre-reading	149
Section Two In-reading	150
Reading One: <i>Culture and Food Habits</i>	150
Reading Two: <i>Clocking Cultures</i>	155
Reading Three: <i>Adapting to the New World</i>	158

Reading Four: <i>The Struggle to Be an All American Girl</i>	162
Section Three Post-reading	166
Unit 8 About Language	172
Section One Pre-reading	173
Section Two In-reading	174
Reading One: <i>Towards a Global Language</i>	174
Reading Two: <i>Language Acquisition</i>	177
Reading Three: <i>Singapore English — One Brand of English</i>	180
Reading Four: <i>Learn to Speak Body Language</i>	186
Section Three Post-reading	191
Glossary	196

Unit

1

Human Relationship



No man is an island entire of itself; every man is a piece of the continent, a part of the main.

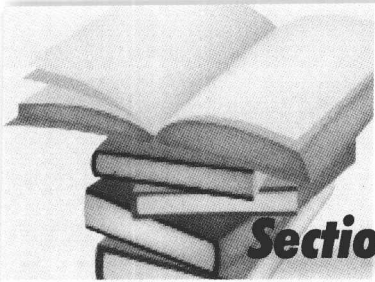
— *John Donne*

When you handle yourself, use your head; when you handle others, use your heart.

— *Donna Reed*

The formula for achieving a successful relationship is simple: You should treat all disasters as if they were trivialities, but never a triviality as if it were a disaster.

— *Quentin Crisp*



Section One Pre-reading

Our human community is built upon a complex network of relationships. As independent individuals, we do not always agree with each other. However, we all agree that mutual respect and understanding is the key to successful communication. In this unit you will read about human relationships and see how you can become more sociable and maintain harmony with people around you. Before you start reading, discuss the following questions in a group.

1. How many of you share a dorm? Do you get along with each other?
2. Do you think that interpersonal skills are very important at school/work? Explain.
3. How do you maintain good relations with friends? What factors may result in the breakdown of a good friendship?
4. Have you ever had any real or imagined enemies? If you have, tell your story about that.
5. When conflicts pop up between you and your classmates, what will you do to resolve them?



Section Two In-reading



READING ONE

To begin with, read an introduction to a cooperative model for negotiation, and find out why this collaborative approach can be effective in resolving conflicts.

Win-Win Strategy

1 In the early 1980's, Roger Fisher and William Ury wrote a best-selling book called *Getting to Yes: Negotiating Agreement Without Giving In*. The theories in *Getting to Yes* have become the basis for a **ream** of other advice about how to resolve conflicts and negotiate successfully.

2 Fisher and Ury's basic **premise** is that the **adversarial** model of conflict resolution, in which one side "wins" while the other "loses," is not effective in many cases. They proposed a "win-win" model whereby each party shares common goals and cooperates in order to solve the problem.

3 Fisher, Ury, and other experts in negotiating recommend the following strategies in order to create a win-win environment. First, listen actively to the other person. Use statements such as "I understand how you feel" and "I can see that you're upset" to acknowledge the other person's concerns and feelings. Also, clarify and restate what the other person is saying to make sure that you understand the other person's views. Say, "You think that ..." or "Do you mean ...?" If you try to focus on getting the basic information **in the open** instead of making a judgment or expressing any opinion at this stage, you will **defuse** the other person's anger and reassure him or her that you are sincere about reaching an agreement.

4 After finding out the other person's point of view, try to agree before you disagree. **Sandwich** your negative ideas in positive statements. Focus on

ream *n.* If you say that there are reams of paper or reams of writing, you mean that there are large amounts of it.

premise *n.* A premise is something that you suppose is true and that you use as a basis for developing an idea.

adversarial *adj.* If you describe something as adversarial, you mean that it involves two or more people or organizations who are opposing each other.

in the open If an attitude or situation is in the open or out in the open, people know about it and it is no longer a secret.

defuse *v.* If you defuse a dangerous or tense situation, you calm it or remove the dangerous element from it. This metaphor comes from literally "defusing a bomb."

sandwich *v.* If you sandwich two things together with something else, you put that other thing between them, like in a real sandwich.

objectives that you both share. In giving your **perspective** on the situation, try to be objective by avoiding judgmental, “**loaded**” language. Don’t focus on or criticize the other person’s actions. Instead, talk about your own perspective and feelings by using “I” statements instead of “you” statements. Try to keep your tone of voice **unemotional**; and, if possible, use more indirect ways to express demands. For example, say, “I would appreciate knowing ...” instead of “Tell me” Make small **concessions** to show that you are willing to cooperate and, **above all**, keep the focus on working **collaboratively** to try to solve the problem.

5 This type of collaborative approach may not be appropriate in every situation. In negotiating the best price for a car, for example, there is clearly a winner and a loser, no matter how polite the negotiations are. However, in many cases, taking this cooperative approach to resolving differences works effectively. It’s worth a try, at any rate. You can always go back to yelling and screaming if this doesn’t work. (417 words)

(From *A 3rd Serving of Chicken Soup for the Soul*.
By Jack Canfield & Mark Victor Hansen. Health Communications, Inc. 1996.)

perspective *n.* A particular perspective is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences.

loaded *adj.* A loaded question or word has more meaning or purpose than it appears to have, because the person who uses it hopes it will cause people to respond in a particular way, or because the question or word has important implications.

unemotional *adj.* If you describe someone as unemotional, you mean that they do not show any

feelings.

concession *n.* If you make a concession to someone, you agree to let them do or have something, especially in order to end an argument or conflict.

above all You say “above all” to indicate that the important thing is what you are saying now, and not what was said before.

collaboratively *adv.* A collaborative piece of work is done by two or more people or groups working together. “Collaboratively” is the adverb form.

CHECK YOUR COMPREHENSION

Choose the best answer to complete each of the following statements according to the information you get from the text.

- The “win-win” model is different from the adversarial model in that in the former, _____.
 - two opposing parties benefit by cooperating to solve problems
 - one opposing party wins while the other one loses
 - two opposing parties fight and no party wins after negotiation
 - both parties win even if they have nothing in common
- Which of the following is NOT a strategy recommended by Fisher and Ury to create a win-win environment?

- a. To show your understanding of the other person's concerns and feelings.
 - b. To restate what the other person has said to make sure you really understand his/her views.
 - c. To use positive statements even when you express ideas that are negative.
 - d. To avoid using first person statements: use more second person statements.
3. In giving your perspective on the situation you should use _____.
 - a. "loaded" language
 - b. emotional language
 - c. objective language
 - d. direct language
 4. Willingness to collaborate may imply _____.
 - a. complete agreement
 - b. use of loaded language
 - c. small concessions
 - d. direct criticism
 5. This text shows all of the following except _____.
 - a. the collaborative approach may not be appropriate if you want to be the only winner
 - b. if you are polite and cooperative in a negotiation, you won't lose
 - c. the win-win strategy may not be effective for maximum profit for one party
 - d. collaboration won't work if no common goal is shared by the parties involved

CHECK YOUR VOCABULARY

The following sentences contain key words and phrases from the text. Paraphrase the sentences with a special focus on the italicized parts to show that you understand their meanings.

1. Fisher and Ury's basic premise is that the adversarial model of *conflict resolution*, in which one side "wins" while the other "loses," is not effective in many cases. (Para. 2)

2. *Sandwich* your negative ideas in positive statements. (Para. 4)

3. However, in many cases, *taking this cooperative approach* to resolving differences works effectively. (Para. 5)

