

I COLLEGE ENGLISH
Integrated Reading Course
Elementary

大学英语综合阅读教程系列教材

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技术指导 于学勇

大学英语综合阅读教程（初级）

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《大学英语综合阅读教程（初级）》

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为了进一步深化大学英语教学改革，提高教学质量，根据《国家中长期教育改革和规划纲要（2010—2020 年）》和教育部《关于全面提高高等教育质量的若干意见》等文件的精神，高等学校大学外语教学指导委员会于 2013 年开始研究制定《大学英语教学指南》（以下简称《教学指南》）。即将颁布的《教学指南》将大学英语的教学目标分为“基础”“提高”“发展”三个等级，每个等级都对学生的英语阅读能力提出了具体要求。如在“提高”等级中，《教学指南》对大学生的阅读理解能力的要求是：“能基本读懂公开发表的英语报刊上一般性题材的文章；能阅读与所学专业相关的综述性文献，或与未来工作相关的说明书、操作手册等材料，理解中心大意、关键信息、文章的篇章结构和隐含意义等。能较好地运用快速阅读技巧阅读篇幅较长、难度中等的材料。能较好地运用常用的阅读策略。”

编写目标

《教学指南》是我国今后大学英语教学的纲领性文件。正是在这种背景下，“大学英语综合阅读教程”系列教材改版工作得以开展。我们按照制定中的《教学指南》提出的大学英语教学目标的三个等级，根据各个等级对学生阅读理解能力的要求来设计和选材，力求满足高等院校英语阅读教学的需要，使学生有的放矢地开展综合阅读训练，提高学生有关专业文献及一般题材文章的阅读水平与英语应用能力。

编写思路

“大学英语综合阅读教程”系列的前一版为“大学英语 ESP 快速阅读”系列。“大学英语 ESP 快速阅读”系列经过多所学校三年的使用，反馈良好，使学生的阅读能力有实质性提升。本次改版，除了延续前作广受好评的编写体例以外，还有如下新的特点：

（一）选材组织上严格遵循大学英语四、六级阅读材料主题的分布规律

根据近十年大学英语四、六级阅读试题主题的分布特点和出现频率，编写组认真构思和设计本丛中模块主题的整体布局，围绕教育、语言、经济、科技、情感、健康、网络、时尚等主题，编写人员从国内外主流媒体与网站搜集了大量最新的一手阅读材料，并按照难度系数统一分级。

（二）体例设计上具有足够的灵活性

“大学英语综合阅读教程”系列在体例设计上有所创新，在每篇文章的旁边都留出足够的空间，方便学生在阅读时做笔记或旁批，帮助学生进行复习与回忆。一本书，既是教材，也是笔记本，有利于学生在后期复习中提高效率，节约时间。

（三）教学手段上给教学者提供可拓展的运用空间

“大学英语综合阅读教程”系列不但推出了纸质图书，还将陆续推出与纸质图书配套的阅读平台，学生与教师可以通过配套的电子教学平台，进行立体化阅读的延伸与拓展，打造线上、线下全方位的阅读环境，是对教师课堂教学的有益补充。

内容结构

全套丛书共分为初级、中级、高级三册，可供大学三个学期使用。每册共分十个模块，每个模块设有 Words Comprehension, Skimming and Scanning 及 Multiple Choice 三个部分，题型完全对接大学英语四、六级考试。每个模块练习

都标出了各篇文章的单词数和实际完成时间，书后附练习答案，便于课堂操作和学生自学。教材中的练习均为参编人员自主编写。

本册为《大学英语综合阅读教程（初级）》，主编为浙江工商大学杭州商学院施玲副教授，副主编为胡春晓副教授。参加编写的人员包括：李英（第1，6模块）、张永波（第2，3模块）、赵平江（第4，5模块）、龚红霞（第7，8模块）、刘珊（第9，10模块）。

致 谢

“大学英语综合阅读教程”系列教材在编写过程中，借鉴了 *Daily Mirror*, *Time*, *The New York Times*, *The Economist*, *Reader's Digest*, *Science News for Kids*, *The Wall Street Journal*, *Educational Psychology*, CNN, www.wikihow.com, www.amanet.org, www.worldstudy.gov, www.sbs.com, www.foxnews.com, www.ehow.com 等国外主流媒体与网站的文章，在此一并表示感谢。

“大学英语综合阅读教程”系列教材由浙江工商大学贾爱武教授担任丛书主编，杭州电子科技大学于学勇教授担任在线阅读平台技术指导。

本系列教材的编辑出版得到了浙江工商大学出版社的大力支持和帮助。外语与国际合作事业部罗丁瑞主任和黄静芬、王英、田慧三位编辑为本教材的校对和排版付出了大量心血，谨此一并表示感谢。

囿于编者水平与经验，教材编写难免留有不足之处，希望广大读者批评指正。

编 者

2016年7月

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KEYS	
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PART 1 WORDS COMPREHENSION

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. You may not use any of the words in the bank more than once.

Questions 1 to 10 are based on the following passage.

Achilles' Heel

On your body, your Achilles' heel is the **tendon** on the back of your ankle. In spoken English, your Achilles' heel is your weak **1. _____**. You can say either "Achilles' heel" **2. _____** "Achilles's heel". Both are correct. The Greek story of Achilles' heel is the one Homer tells in the long poem called "The Iliad". Here is how the story goes.

n. 腱

When Achilles was a baby, his mother **3. _____** him in the river Styx. She believed the river had **4. _____** powers. Bathing her son in its waters, she thought, would make Achilles **5. _____**, deathless, like a god. But one part of his body did not get wet: his heel, where his mother held him. His heel, **6. _____**, was the one spot where Achilles could be hurt. Achilles grew up, and he became a great warrior. During the Trojan War, he fought with the

Greek army. 7. of the Trojan weapons was able to hurt Achilles. The god Apollo, 8., knew of Achilles' weak spot. Apollo told the prince of Troy, named Paris, all about it. While not actually written in "The Iliad", legend says Paris 9. an arrow at Achilles' heel and killed him. We all have an Achilles' heel. Even the 10. among us has a weak spot. This weakness may change as we get older. For many young people, their ego, or over-confidence, could be their Achilles' heel. For others, perhaps greed is their Achilles' heel.

(240 words)

Time: _____M_____S

-
- | | | |
|--------------------------|--------------------|---------------------|
| A) spot | F) invoke | K) bathed |
| B) as a result of | G) magical | L) magician |
| C) immortal | H) lively | M) therefore |
| D) shot | I) toughest | N) drown |
| E) or | J) none | O) however |
-

PART 2 SKIMMING AND SCANNING

Directions: *In this section, you are going to read a 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. Each paragraph is marked with a letter.*

Questions 11 to 20 are based on the following passage.

Successful Debate for Expressing Opinions

[A] Teachers of English may hesitate to teach debate because they think it is beyond their students' language ability, or proficiency. But debate can be a powerful tool. It can help students learn to speak naturally and to listen carefully. Professor Charles Lebeau teaches English and debate in Japan. He wrote *Discover Debate* with Michael Lubetsky. The book helps English teachers and learners understand how to carry on a simple debate.

[B] Debate Graphic Organizer: The "Discover Debate" approach has three stages, creating a visual aid to communicate an argument, presenting the argument, and answering the other team's argument. Each stage puts increasing demands on language ability. It begins with a pre-debate

experience.

Good topics for debate

- [C] When teaching debate to English learners, Mr. Lebeau recommends beginning with “controlled practice”. Students work in pairs to practice saying opinions and giving reasons in short conversations. They learn to identify opinions and arguments about everyday topics, such as sports stars, foods, weather and habits. This controlled practice gives students the basic language skills they need to carry on a debate.
- [D] Teachers may be tempted to give students serious topics, such as “People should stop using nuclear power”. However, Mr. Lebeau cautions that English learners may not have the necessary language ability to handle such topics. More serious topics often require special vocabulary and research.
- [E] “When I’m introducing specific skills step by step, I want to use a really simple, fun topic, so they already can understand the content. The content is not part of the challenge, and the vocabulary is not part of the challenge, but it’s something they are very, very familiar with, so we can focus on the skills. So the topics for introducing the skills can be simple and fun, for example, cats make better pets than dogs.”

Organizing debate in large classes

- [F] Mr. Lebeau’s classes in Japan are like many in universities; they have 40 to 50 students. He has students form debate teams of 3 or 6, depending on the total number of students. Each team creates a visual aid to show their thinking on the topic. Mr. Lebeau says creating the visual aid is not a verbal skill, but it is a thinking skill. Language proficiency, he says, is not really required.
- [G] In the next stage, students present their argument. They have to do some talking, but not too much. They point to the visual, to the house.

“This is our opinion.” And the opinion is on the house. “These are our reasons.” And the reasons are on the house. “Let me explain each reason.” The visual can do a lot of the talking for the team and for the student. The third stage is answering the opposing team’s argument. Here, debaters need a higher level of language ability.

[H] Mr. Lebeau recommends pausing for the opposing team to develop their answers, or **refutations**. Each team might go to a different area and discuss the weak points in the opposing argument.

n. 辩驳

[I] Students must first think about the arguments carefully. In *Discover Debate*, Michael Lubetsky and Charles Lebeau include a guide to help students evaluate arguments. The evaluation also takes advantage of the visual aid of a house.

[J] Students are asked to look for building flaws, or problems. They identify things that are either “not true” or “not important”. Students can write easily remembered abbreviations and simple statements on their opponents’ houses: “NT” for not true, “NAT” for not always true, or “NNT” for not necessarily true. For true statements they feel not important, they can also write “It’s not relevant”, “It’s not significant”, or “It’s easy to solve”. These simple expressions make it easier for students to refute their opponents’ arguments.

[K] After the break, the teams return to debating. Each side takes a turn answering the other side’s arguments. Mr. Lebeau says that teams can be divided so that three students present the case and another different three students present the refutations. “With a large class I’ll have several debates running at the same time. I’ll direct traffic with a stopwatch and say, ‘Okay, time’s up, so next, it’s the other team’s turn.’ We can manage a large class in that way.”

A briefer debate structure

- [L]** Traditional debate, as we described in our previous article, includes several cycles of presentation and refutation. For English learners, one cycle of presentation and refutation is usually enough practice. Just having the team present their case, and present their refutations, is sufficient, and usually a lot of fun, and everyone feels that they have accomplished something. Mr. Lebeau always tell them, “Everyone is a winner, and we’ve all done a good job.”
- [M]** Mr. Lebeau says that sometimes he asks the rest of the class to vote on which side won, as asking for audience feedback gives the lesson a good ending. But, he says, additional discussion depends on the situation and the level of the students.

(823 words)

Time: _____ **M** _____ **S**

- _____ **11.** In controlled practice students could recognize opinions and arguments about daily topics and acquire basic language skills.
- _____ **12.** Serious topics may be not appropriate for teaching debate.
- _____ **13.** In order to introduce specific debating skills, teachers are supposed to use really simple, fun topics instead of challenging subjects.
- _____ **14.** Debate can be a powerful tool to improve students’ language ability or proficiency.
- _____ **15.** In the second stage of organizing debate, the visual could help students to present their arguments.
- _____ **16.** Abbreviations and simple expressions are used on their opponents’ houses.

- _____17. According to the author, one cycle of presentation and refutations is sufficient practice for students.
- _____18. In a large class, several debates might run at the same time under the teachers' appropriate directions.
- _____19. The approach to teach debate contains three stages and each stage requires the improvement of language proficiency.
- _____20. Students are required to make visual aids to present their ideas on the debate topic.

PART 3 MULTIPLE CHOICE

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), and D). You should decide on the best choice.*

Passage 1

Questions 21 to 25 are based on the following passage.

For centuries, libraries have simply been places that house books. A new Pew study highlighting who uses libraries, how frequently they use them, and what they use them for, reflects developments of libraries.

Learning doesn't necessarily mean reading books anymore. However, educational courses, talks and videos are all methods that appeal to a variety of learning types, and reading is only one way to acquire new knowledge or a new skill.

To accommodate these different needs, libraries have expanded their purpose to include community events and free internet use; however, according to the Pew study, many visitors aren't aware that these services are available. The survey notes that while 62 percent of libraries offer online career and job-related resources, 38 percent of adults don't know whether their library offers them. Likewise, 35 percent of libraries offer high school

equivalency classes, and nearly half of adults don't know whether their libraries offer them. The numbers are similar for programs on starting a new business, online programs and e-book borrowing.

Still, librarians who have poured resources into new initiatives may **wince** at these numbers. As the Atlantic suggested in a response to the Pew study, more funding may help librarians attract more attendees, as attendance has declined by 9 percent since 2012. Besides, many of the services provided by libraries are only available in-person, and advertising those services costs money. This makes sense. If libraries are providing the services that visitors want, for example learning resources can be read, viewed, and experienced, and then the upping attendance is a matter of getting the word out about exactly what is available.

v. 畏缩

Libraries have evolved into much more than houses of books, but their original purpose remains intact, and **sacred** to attendees (in a 2014 study, 55 percent of respondents said losing a library would be a blow to their community). To preserve reading materials, and to promote new ways of learning, would-be visitors must first learn just what a library can be for.

adj. 神圣的

(338 words)

Time: _____M_____S

21. What is the original purpose of libraries? _____

- A) To provide educational courses.
- B) To house books.
- C) To offer talks and lectures.
- D) To accommodate people from the nearby community.

22. What does the author say about learning methods? _____

- A) People merely read books at school.
- B) Students attend school.
- C) Students should go to libraries to read books.
- D) There are a variety of learning methods including educational courses, talks and videos.

23. What do the visitors say about the expanded services of libraries?

- _____
- A) They do not know how to get access to them.
 - B) They are not interested in those services.
 - C) Many visitors are not aware of the availability of the expanded services.
 - D) Those educational courses libraries offer are not helpful.

24. What does the author suggest about the upping attendance of visitors?

- _____
- A) Libraries need to invest more money into publicity of available services.
 - B) Libraries need to offer services that visitors need.
 - C) Libraries need to offer on-line services.
 - D) Libraries need to offer more services available in-person.

25. What do you learn about most visitors' attitudes towards the purposes of libraries? _____

- A) They believe libraries are still a sacred spot.
- B) Libraries have already lost their meaning in this internet age.
- C) Libraries should provide more reading materials.
- D) Libraries should promote new ways of learning.