

高等学校英语专业系列教材 Textbook Series for Tertiary English Majors 求知 STEM

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# A Course in Extensive Reading

## 英语泛读教程 2

主 编 刘长青

重庆大学出版社

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# A Course in Extensive Reading

## 英语泛读教程 2

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## 内 容 提 要

《英语泛读教程》共4册,供大学本科英语专业学生使用,是《求知高等学校英语专业系列教材》的一部分。

本书为第2册,供英语专业1年级下学期使用。本书题材广泛,覆盖教育、文化、娱乐等多个领域,选材注重新颖性、知识性和趣味性,从而增加了教材的可读性。各单元以话题为纲组织编排,包括3篇同一话题的文章,共分为3个部分:Warm-up, In-focus, Follow-up。每篇文章的具体教学指导和练习安排包括:预读、速读训练,文章主旨理解、文章要点及细节理解、文章篇章结构理解,文章的词汇、语言,作者观点和文章风格透析。

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## 总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一整套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。



系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式;为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月

## 前 言

泛读课是英语专业教学重要的基础课程之一。英语泛读课的目的旨在培养学生的英语阅读理解能力和提高学生的阅读速度;培养学生细致观察语言的能力以及假设判断、分析归纳、推理检验等逻辑思维能力;提高学生的阅读技能,包括细读、略读、查阅等能力;帮助学生扩大词汇量、吸收语言和文化背景知识。《英语泛读教程》(共4册)就是按照《高等学校英语专业英语教学大纲》中对阅读课程的要求而编写的。

本书为第2册,供大学本科英语专业1年级下学期使用。由于面向1年级学生,根据教学大纲中的相关教学指导要求,教材主要注重各种阅读技巧的训练,引导学生养成良好的阅读习惯。从读前准备到对文章主要观点、具体细节的正确理解、把握,以及最后对文章组织结构、作者观点、写作方法的考虑、理解等,引导学生全面了解正确的阅读过程、阅读方法,纠正学生错误的阅读习惯,并在此过程中逐渐锻炼,提高学生的阅读能力。为了更具有操作性,方便教师课堂教学,教材中并未就阅读过程与阅读技巧进行任何讲解,而是将这些内容内化于对各篇文章的练习设计之中。至于有关阅读知识方面的传授,则期望教师在具体使用教材时,按需自行添加。教材中每篇文章的练习设计主要按照循序渐进、由浅入深的顺序,由预读练习直至最后的文意解析,其间涉及阅读中的各个主要过程和各种基本的技巧操练。我们的意图是通过设计精当、科学的阅读练习来帮助、配合教师介绍阅读技巧,引导学生熟悉阅读过程,养成正确的阅读习惯。

阅读教材的文章选择非常关键。本教程的选文注重结合文章内容的趣味性和对1年级阅读教学训练的适应性。为了培养学生的阅读兴趣,方便和活跃阅读课堂教学,教程主要选取一些新颖的、喜闻乐见的、难度及篇幅基本符合教学大纲相关要求的文章,并注意题材涉及各种话题、领域以及体裁(如说明文、论述文及叙述文等)。鉴于泛读课程的性质,本教程在保证一年级阅读教材重点的前提下,加大了选文数量,希望能够方便学生尽快熟悉各领域的基本语言、风格等,从而在课外进一步扩大相关领域的阅读,同时也通过安排大量选文及配套练习,方便教师根据各自教学实际情况进行增减或做顺序上的调整。

本教程分为14个单元,各单元以话题为纲组织编排。为了帮助学生对相关领域语言的复习和巩固,各单元在话题选择上会有固定间隔的重复。具体的话题包括:文化、科技、教育、娱乐、政治与经济、生活与健康、广告与传媒等。每个单元围绕同一话题选取3篇文章,分成三个部分:第一部分,“Warm-up”,文章与练习较易,主要



供课前预习用;第二部分,“In-focus”,是单元的重点,练习设计比较全面,供教师课堂教学使用;第三部分,“Follow-up”,文章较长,练习设计简洁,供学生课后训练使用。在实际教学中,教师也可以根据学生具体情况和具体教学需要,自行调整各部分的教学要求和顺序。教材中每篇文章的具体教学指导与训练类型包括:预读、速读训练,文章主旨、要点与细节、篇章架构理解,文章的词汇、语言,作者观点、文章风格透析等。另外,为了保证语言的权威性与真实度,教程的文章全部选自西方报刊、杂志等出版物,未做简写。为了部分地降低文章的难度,我们特别在每篇文章的脚注中设计了词汇训练,借此对文章中重点难词和短语进行提示与练习。在每篇文章后面,我们还根据需要穿插有关的文化知识注释。

本教程练习的答案可在重庆大学出版社商务网(<http://www.cqup.com.cn>)上下载。凡使用本教程的教师,均可通过本书版权页上提供的联系方式向重庆大学出版社免费索取密码。

编者  
2004年8月

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# **U** **NIT 1**

## **Homeschooling**

**I**

### *Warm-up*

#### **1. Pre-reading**

- (1) Have you ever heard or read about homeschooling? Can you give a tentative definition to homeschooling?

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- (2) Why do you think some people prefer homeschooling to normal schooling? List as many possible reasons as you can.

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- (3) What do you reckon would be the major challenges if you were to homeschool your child(ren)?

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#### **2. Skimming and scanning** (Time limit: 4 minutes — Starting time: \_\_:\_\_)

- (1) Their biggest stumbling block to homeschooling was that \_\_\_\_\_.  
A. they didn't know much about homeschooling  
B. she was worried that she didn't have the personality to homeschool  
C. the relationship between her and her oldest son was not good  
D. she thought she was not qualified as a teacher



- (2) The first year they homeschooled, her husband felt \_\_\_\_\_.  
A. excited      B. tired      C. bored      D. left out



## The Article

### Homeschooling — A Family Affair

by Suzy

- ① I remember I first read about homeschooling in a letter in an education column in the paper. I clipped the article and kept it for years — I think my kids were babies at the time. I remember thinking that my family (and even my husband) might think I was crazy if I brought the idea up as something to try. We did talk about it (my husband and I) before our oldest began school, but at that point I think we all needed to see what school was really like and of course we had no idea that our son was so far outside average learning needs.
- ② We began exploring homeschooling more in depth when we saw the disaster that school was becoming for our son. We read the Colfax book: *Homeschooling for Excellence*, John Holt's *Teach Your Own*, and David Guterson's *Family Matters* — His reasons for homeschooling as a way to learn just made so much sense! We began to see more articles on homeschooling appearing in local papers. We were not on the Internet then (we didn't even own a computer), otherwise we probably would have pulled our child out of the school system much earlier.
- ③ I remember our biggest stumbling block<sup>①</sup> to homeschooling was my worry that I didn't have the personality to homeschool... or rather, I didn't have the personality that most people think you need to homeschool when they don't homeschool themselves. I am definitely not a patient person and I get irritated quickly. I'm not a kid-person, although I enjoy the company of my own kids and other kids occasionally on a one-to-one<sup>②</sup>, I don't love being

① Stumbling block (para. 3): a problem or difficulty that stops you from achieving something

② One-to-one (para. 3): between only two people



around children particularly (that sounds horrible doesn't it?). I also grew up an only child and a latchkey kid<sup>③</sup> and was used to having tremendous time alone by myself, which I enjoyed. I really wasn't sure if I could stand two boisterous<sup>④</sup> boys underfoot 24 hours a day, much less be (with my husband) completely and utterly responsible for their official education! The weight (and fear) of that enormous responsibility is different than supplementing what the school is doing. Suddenly there is no one else and if they don't learn — then what? That thought alone was pretty frightening and probably held us back the longest from making the leap.

- ④ The other stumbling block was that my oldest and I clashed practically from birth and we had a very volatile<sup>⑤</sup> relationship. We are very different in personality and there were many days I wasn't sure we'd both survive to see him through school-age. To say that people we knew were worried about the idea of us spending entire days together is an understatement!
- ⑤ The funny thing is that homeschooling did the opposite than what I expected! Instead of making me stressed<sup>⑥</sup> and crazy, it brought enormous calm and peace into our family. No one was more surprised by that particular revelation<sup>⑦</sup> than I was! I can remember starting out and waiting for the sky to fall — the horrible stress and frustration<sup>⑧</sup> to hit... the "I'm sorry we ever did this and what was I ever thinking!" point. But I'm still waiting. It just never, ever came.
- ⑥ The first year we homeschooled I think my husband felt kind of left out. It was hard for him... we talked, but there never seemed to be enough time to really catch him up on everything we were doing during the day and he felt like he wasn't really part of things. Now that the boys are older (and we are wiser), he is enormously involved and he's wonderful at it.

③ Latch-key kid (para. 3): a child whose parents both work and who spends time alone in the house after school

④ Boisterous (para. 3): A. 吵闹的      B. 无知的      C. 可恶的

⑤ Volatile (para. 4): A. terrible      B. inconsistent      C. intolerable

⑥ Stressed (para. 5): A. 强调      B. 紧张      C. 恐惧

⑦ Revelation (para. 5): (informal) something that is surprisingly good, enjoyable, or useful

⑧ Frustration (para. 5): A. 发疯      B. 气恼      C. 沮丧



- 7 My husband has completely taken over C's math and language arts and is working with the boys on debating skills. He's excited about working with C. as they wade through algebra and geometry and his grumbles<sup>⑨</sup> about staying up to leaf through possible books to use or think of assignments that might be right barely hide his delight. And the break it's given me is wonderful and I love having him really involved and able to discuss the boys' progress with me in a deeper and knowledgeable way and it leaves me more time to concentrate on my younger son. My husband now has a greater understanding of the pace and style of his son's learning and he's wonderful at providing C. with the challenge he needs. They both seem extremely happy with the arrangement!
- 8 My husband leaves written assignments in C's language arts notebook and math notebook (detailed assignments). C. gets up in the morning, opens his books and reads his assignments and does them with no questions asked. Then when Dad gets home they go over them together and talk about things and directions they want to go with. Currently they are discussing Tom Sawyer and just finished up Hamlet. They've also been concentrating on geometry and working on monologues and the vocabulary section of the SAT. C. enjoys the sort of independence this style provides and he is free to complete assignments in his own way — choosing what to do first and for some things (he might have a month to complete it) he chooses how and when to get it done.
- 9 I still take care of geography, history and other things, and the language arts / math for my younger son who has a learning style that is a little easier for me to cope with, although recently Dad and D. (my younger son) have both expressed interest in doing some lessons together on a regular basis — maybe on weekends (D. suggested it again today). I know that last weekend they were talking about painting together (D. loves painting and art) and my husband's minor degree<sup>⑩</sup> in college was Art History so that

⑨ Grumble (para. 7): A. 愤怒      B. 牢骚      C. 后悔

⑩ Minor degree (para. 9): <主美> 辅修学位



would be right up his alley. We also just visited a local Art Gallery to see a special exhibit that included some works by Van Gogh and that inspired all of us to become a little more creative.

- 10 Who knows, maybe your husband will end up being the biggest and most involved homeschooling advocate of all! Sometimes you never know where things may lead!!

### 3. Reading comprehension

#### i. Reading for main idea

- (1) They pulled their child out of school and began homeschooling him because \_\_\_\_\_.
- A. their son didn't like going to school
  - B. they wanted to save money
  - C. their son was too far outside average needs
  - D. they thought homeschooling was fun
- (2) Their homeschooling turned out to be \_\_\_\_\_.
- A. horrible, just as what they had expected
  - B. a little better than what they had expected
  - C. very successful, the opposite than what they had expected
  - D. as successful as they had expected

#### ii. Understanding the language

##### A. Vocabulary

Pick out the right meaning of each of the words in the footnotes of the article. You should only guess the meaning of the words from the context where they appear in the article. You should not use a dictionary in this exercise.

##### B. Phrases and sentences

Match the phrases in column A with their respective meanings in column B.

- | A            | B   |
|--------------|---|
| a. Hold back | 1. to turn the pages of a book quickly, without reading it properly |





- |                         |   |
|-------------------------|---|
| b. Feel left out        | 2. very suitable for someone  |
| c. Catch up on          | 3. to deal with all the necessary work, arrangements etc                      |
| d. Wade through         | 4. to make someone unwilling to do something                                  |
| e. Leaf through         | 5. to read or deal with a lot of boring papers or written work                |
| f. Take care of         | 6. to spend time finding out what has been happening while you have been away |
| g. Right up one's alley | 7. to feel that you are not accepted or welcome in a situation                |

### iii. Reading for facts

(1) The resources from which they got information on homeschooling are \_\_\_\_\_.

- |                       |                          |
|-----------------------|--------------------------|
| A. books and papers   | B. papers and radio      |
| C. books and internet | D. books and TV programs |

(2) Which one below is NOT true about the author's personality?

- A. She is not patient.
- B. She doesn't enjoy children's company particularly.
- C. She enjoys being alone.
- D. She hates kids.

(3) Her husband teaches the following subjects except \_\_\_\_\_.

- |            |                    |
|------------|--------------------|
| A. math    | B. language arts   |
| C. history | D. debating skills |

(4) Which one is NOT true?

- A. C enjoys homeschooling.
- B. She takes care of the language arts and math for her younger son.
- C. Her husband ends up being greatly involved in the homeschooling.
- D. She feels left out after her husband took over some subjects.

### iv. Recognizing patterns

The article is organized in the pattern of \_\_\_\_\_.

- |                |                        |
|----------------|------------------------|
| A. flashback   | B. chronological order |
| C. place order | D. cause and effect    |



#### 4. Interpretation and evaluation

(1) Why does the author say that they probably would have pulled their child out of the school system much earlier if they had been on the internet? (para. 2)

\_\_\_\_\_

(2) What kind of person do you think is a “kid-person”? (para. 3)

\_\_\_\_\_

(3) “To say that people we knew were worried about the idea of us spending entire days together is an understatement (para. 4)!” How do you understand this sentence?

\_\_\_\_\_

\_\_\_\_\_



### In-focus

#### 1. Pre-reading

(1) From the title “Learning every minute”, what do you expect the article to be about?

\_\_\_\_\_

(2) Suppose you were to homeschool your child, how would you do it?

\_\_\_\_\_

\_\_\_\_\_

#### 2. Skimming and scanning (Time limit: 4 minutes — Starting time: \_\_: \_\_)

(1) One of the benefits of homeschooling is that it offers extraordinary \_\_\_\_\_

\_\_\_\_\_.

(2) The main idea of paragraph 2 is \_\_\_\_\_ of this passage.

A. at the beginning

B. in the middle





C. at the end

D. None of the above is right



## The Article

### Learning Every Minute

by Julie Gattis and Laura Saba

- ① Homeschooling can be much more than just burying one's head in a textbook each morning. In fact, textbooks don't have to play a prominent role at all if you prefer not to use them. Our daily lives are teeming with opportunities for learning. If you look at your life closely, you will realize there are a myriad<sup>①</sup> of teachable moments each day. When you check your car's oil, you can discuss why a car needs oil or where oil comes from, for example. Or you can explain why you add baking soda when you bake a cake. The possibilities are endless. You will discover that if you learn to watch for teachable moments when they present themselves, your children will learn all sorts of things and are likely to develop a love of learning along the way.
- ② What they learn will not always coincide with typical scope and sequence, but does that really matter in the long run? When your child reaches adulthood, will it matter whether he learned to tell time at age four or six? Or whether cursive writing wasn't mastered until sixth grade, while algebra was studied in fifth? Sure, your child may miss a few questions on the standardized test if he doesn't learn according to prevailing customs, but this may not be a problem in your situation. You are the principal, and you are aware that you have 12 long years in which to teach your child. It's your decision as to whether or not you will indulge<sup>②</sup> Sally's yearning<sup>③</sup> to learn Web design before she's mastered her multiplication tables.

① Myriad (para. 1): A. vast number

B. dozen

C. couple

② Indulge (para. 2): A. 倾听

B. 拒绝

C. 纵容

③ Yearning (para. 2): A. shouting

B. longing

C. appeal