

安徽省高等学校“十一五”省级规划教材

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College English Extensive Reading
第二版

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前 言

教育部《大学英语课程教学要求》规定:大学英语课程以英语语言知识与应用技能、学习策略和跨文化交际为主要内容,其目标是培养学生的英语综合应用能力。改革后的大学英语四、六级考试,也侧重于考查学生的英语应用能力,提高了理解的难度和阅读速度,以测试快速捕捉信息的水平。我们以此为依据,编写了《新目标大学英语泛读》。

本教材以凸显文化性为主要特色,注重选择了一些有关中西方文化、教育理念、学习策略以及科技、经济、社会生活等方面的文章。我们从普通高校非英语专业学生入学时英语水平的实际情况出发,同时,紧扣大学英语四、六级考试新题型,设置了丰富多样的练习题,内容到练习形式都极力体现《大学英语课程教学要求》中有关大学英语泛读教学的新理念,以期满足普通高校非英语专业大学生学习英语的需求。

本教材 1 套 4 册,每册 15 单元,每单元围绕一个主题,由三大部分构成:

Part I Text: 主题性文章 1 篇。文章前配有相关插图和汉语阅读提示句,以便于学生把握文章主旨大意。生词采用边注形式,有助于学生排除阅读障碍。文后附有难句译文及形式多样的练习题。

Part II Skimming and Scanning: 快速阅读文章 1 篇。文中生词采用夹注形式,练习题形式多样,有判断练习、完成句子练习和填表练习等。

Part III Reading in Depth: 仔细阅读文章 2 篇。第 1 篇文章的练习题形式为填词和简短问答题,旨在提高学生的书面表面能力。第 2 篇文章配有 5 个与四、六级考试阅读理解题型相同的选择題。

本套教材由安庆师范学院、淮北煤炭师范学院、合肥师范学院、阜阳师范学院、黄山学院、巢湖学院、滁州学院、池州学院共同编写。

需要说明的是,我们在本教材文章素材的选取上,注重了知识性、趣味性、时代性,同时着重选编了一些有关中国文化和学习策略的文章,相信这对于拓宽同学们的英语表达领域、增强自主学习观念会有所帮助。在一年的使用过程中,我们对全套书作了认真审订,修改了初印书中因编写和排版疏忽所留下的一些错误。期望同学们通过对本教材的学习,提高对英语学习的兴趣,养成独立阅读的良好习惯,增强国际交际能力。

《新目标大学英语泛读》编委会

2009年6月

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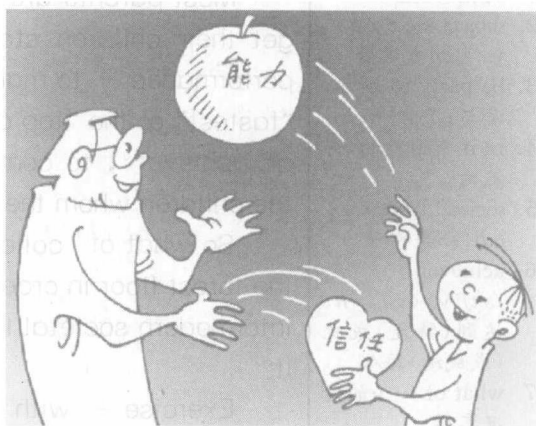
Unit 1

All-round Education

Part I Text

Chopping Wood: The Perfect All-round¹ Education?

素质教育是以提高全民素质为宗旨的教育,如何使教师、学生、家长转变观念,将全民素质教育落到实处,是当前教育的一个重要任务,也关系到社会的发展与和谐。



This morning my family and I went out collecting wood for our wood burner². This is our sole way of heating our home and if we don't go out to gather wood, we may get cold.

We carry out this “manual³ labor” daily. Many other families flick⁴ a switch on the wall for their heat. The front of our house looks more like a farmyard with its piles of wood rather than manicured⁵ flower borders.

1. all-round/'ɔ:l'raʊnd /
adj. 全面的 all-round
education 素质教育
2. burner/'bɜ:nə (r) /
n. 炉膛, 炉
3. manual/'mænjʊəl /
adj. 体力的
4. ▲flick/flik /vt. 啪
地开动; (急速地)
轻轻转动

5. ◆manicure
/ˈmæniˌkjʊə(r)/ *vt.*
修剪, 整修(树篱等)
6. sawdust/ˈsɔːdʌst/ *n.*
锯末, 锯屑
7. first thing in the morning 一大早
8. rug/rʌɡ/ *n.* (铺于室内) 部分地面上的小地毯
9. ◆scorch/skɔːtʃ/ *n.*
焦痕; 烧焦
10. ▲soot/sʊt/ *n.* 煤烟
11. spark/spɑːk/ *n.*
火花, 火星
12. subject/səbˈdʒekt/ *vt.* 经历或遭受
13. be party to 参加, 参与; 了解
14. in it 有好处的, 得益的
15. societal/səˈsaɪətəl/ *adj.* 社会的
16. achiever
/əˈtʃiːvə(r)/ *n.*
达到(特定)成就(或成绩)的人
17. what of ……的情况怎样
18. ◆forage/ˈfɒrɪdʒ/ *v.* 搜寻, 寻找
19. ★obesity
/əʊˈbɪsəti/ *n.* 肥胖
20. ◆gravitate
/ˈɡrævɪteɪt/ *vi.* 被吸引到
21. multisensory
/ˌmʌltiˈsensəri/
adj. 多重感官的

Our floors are rarely clean due to wood being carried through the house several times a day shedding sawdust⁶ as it goes. When we come downstairs first thing in the morning⁷ it is just 14 degrees in the house rather than a pleasant 20 degrees. Our rugs⁸ have scorch⁹ marks in them; the walls are black from soot¹⁰ and our clothes get caught by sparks¹¹ or have black marks because of the wood burner door.

Are we “lesser” because this is our way of heating the home? Is our daughter subjected¹² to something she need not be party to¹³ in the modern 21st century? What's in it¹⁴ for us?

Most parents are driven by societal¹⁵ pressures to get their children started on the route to academic performance — to make their children the “best” or the “fastest” or the “top of the class” to set them up to be an achiever¹⁶, to compete at an early age, to create the children whom they can feel proud of.

So what of¹⁷ collecting wood, of foraging¹⁸ around the forest floor in order to keep warm? How does this fit into modern societal living? And what do we get out of it?

Exercise — with 1/4 of all children at a level of obesity¹⁹ we are told the importance of regular daily exercise. Many of our children gravitate²⁰ towards the TV and computer when they come home from school and physical education lessons are now right down on the list of importance at schools. When there is wood to be gathered we have to go out whatever the weather!

It's a nature walk — time to observe and be with the trees, birds, insects and plants. How much more we learn from a multisensory²¹ experience — the sun on

our faces, wind in our hair, and the sound of the leaves blowing in the breeze, the feel of the rough bark²² or the soft moss²³; the carrying of heavy wood and avoiding sharp bits²⁴! It's an education of its own, without any effort — which is as education should be. ①

It teaches us reverence²⁵. We are told to be more environmentally aware — and what greater awareness than learning the life cycle of a tree — how the wind blows and pieces of branch fall to the ground for us, eventually the entire tree falls down and reaches the end of its life, yet if you look all around, you will see tiny seedlings²⁶— acorns²⁷ that have planted themselves, tiny holly²⁸ trees nestled²⁹ amongst the ferns³⁰. You are in touch with the source of the comfort and heat in your home — gas and electricity are so nebulous³¹ and we are disconnected from them — to smell and feel a piece of oak before it goes onto the fire adds to the multisensory pleasures of life!

It brings an awareness of the rhythm of nature — the seasons bring different types of wood and bring the life and death cycle of nature to your heart.

There is no instant gratification³² with a wood fire — no switch to flick in the morning to turn up the heat. No “instant hot water”. We learn to plan ahead, to nurture the fire all day and night so that it provides us with warmth — it is like another family member who requires care and attention.

“Real” work — We have provided our daughter with genuine chores³³ to do since she was ready to take part — her “play” has real meaning and contributes to an important part of our lifestyle — collecting kindling³⁴ from the forest floor, putting chopped logs³⁵ into a

22. bark /bɑ:k / *n.* 树皮
23. ▲moss /mɒs / *n.* 苔藓
24. bit /bɪt / *n.* 小片, 小段
25. ◆reverence /'revərəns / *n.* 尊敬, 崇敬
26. seedling /'si:dlɪŋ / *n.* 籽苗, 籽生植物
27. ◆acorn /'eɪkɒn / *n.* 橡树果实
28. ★holly /'hɒli / *n.* 冬青属植物, 冬青
29. ◆nestle /'nesl / *vt.* 使偎依, 使舒适地安顿下来
30. ◆fern /fɜ:n / *n.* 蕨, 蕨类植物
31. ◆nebulous /'nebjuləs / *adj.* 与星云有关的, 模糊的
32. ◆gratification /'grætɪfɪ'keɪʃən / *n.* 满足, 满意
33. ▲chore /tʃɔ:(r) / *n.* [~s] 家庭杂务
34. ◆kindling /'kɪndlɪŋ / *n.* [总称] 引火柴
35. log /lɒg / *n.* 原木; 短棍木柴

36. ◆Zen /zen/ n.

禅宗信徒, 禅宗

37. enlightenment

/in'laɪnmənt/

n. (佛教) 般若,
智慧, 觉悟

38. ◆attentiveness

/ə'tentivnis/ n. 注

意; 专心

basket, sweeping the piles of sawdust from the floor, digging the wood ashes into the garden. Our child learns the value of nurturing the fire.

Through this she learns skills for planning ahead — there is never any instant heat, we always need to plan ahead to ensure we have enough supplies; we can't simply light the fire and forget about it for the rest of the day. Whether we feel like it or not, we need to go out to collect more wood.

There is a Zen³⁶ saying that I am rather fond of, “Before enlightenment³⁷, chopping wood and carrying water; after enlightenment, chopping wood and carrying water.”^②

The attentiveness³⁸, reverence and awareness with which we come to these tasks can really cultivate ourselves as well as our children in these loaded modern times.

— Adapted from <http://www.hgqn.net/bbs/dispbbs.asp>

(800 words)

Notes

- ① It's an education of its own, without any effort — which is as education should be.

它(拾柴)本身就是一个无需费力就能接受教育的过程——教育的真谛理应如此。

- ② There is a Zen saying that I am rather fond of, “Before enlightenment, chopping wood and carrying water; after enlightenment, chopping wood and carrying water.”

我很喜欢禅宗里面的一句话:通慧之前,砍柴担水;通慧之后,担水砍柴。

Exercises

I. *Decide whether the following statements are true (T) or false (F) according to the text.*

- () 1. The floors at the author's house are rarely clean, because the author is very lazy.
- () 2. Because of the societal pressure the parents want to create children whom they can feel proud of.
- () 3. The author thinks that chopping wood can do good to our health as well as save money.
- () 4. Nowadays half of all children are suffering from obesity.
- () 5. The author thinks that we should give our children all-round education.

II. *Fill in the blanks in the following sentences, using the words or phrases given below. Change the form where necessary.*

subject	be party to	set up	in it	first thing in the morning
manual	in touch	academic	be aware of	contribute to

1. After the report of his good deeds, he _____ as our example.
2. This country was once _____ to foreign rule in its history.
3. A good historian must have an _____ mind.
4. I don't think people _____ really _____ just how much it costs.
5. Never look down on those who do _____ work.
6. Too much alcoholic drink will _____ your ruin.
7. He _____ not _____ the military takeover.
8. She said she would be getting _____ to ask you to go and see them.
9. He has a cup of coffee when he gets up _____.
10. I can't see what there was _____ for him.

III. *Put the following into Chinese.*

1. We carry out this "manual labor" daily. Many other families flick a

switch on the wall for their heat.

2. Are we “lesser” because this is our way of heating the home?
3. Many of our children gravitate towards the TV and computer when they come home from school and physical education lessons are now right down on the list of importance at schools.
4. We learn to plan ahead, to nurture the fire all day and night so that it provides us with warmth — it is like another family member who requires care and attention.

IV. *Discuss the following questions.*

1. What's your opinion of all-round education?
2. Do you agree with the author? Why or why not?

Part II Skimming and Scanning

All-round Education

Concept of all-round education

The concept of all-round education, as presented by a number of authors, has now become fairly common in Poland. It refers to the development of the individual under the influence of education — i. e. every type of teaching (not only at school) and learning — and, indirectly,

the development of the younger generation, on which to a certain degree the development and progress of society depends. The idea of development denotes(表示), above all, the appearance of characteristics desirable from the social point of view, which are also desirable from the individual point of view. Development can, however, proceed in an undesirable direction, either as a result of uncontrolled or uncontrollable processes, or as a result of some consciously directed influence on human beings which is not in agreement with overall social and human interests, as well as with the welfare of the individual. Socially desirable development of human gifts, scientific interests or artistic talents is quite different from acquiring habits like smoking, drinking or taking drugs or disrespectful or dominating attitudes towards others, despite the fact that both kinds of development are the result of planned or involuntary(非故意的) influences of family, school, groups of schoolmates, individual persons or the media.

Human personality development

In both pedagogy(教育学, 教育法) and psychology we can distinguish two ways of defining the idea of human personality development. The first regards the process as primarily a succession of consecutive(连续的) development phases, in each of which a certain combination of traits appears, paving the way for the appearance of a new set of traits in the following phases. This conception has now many supporters and is fairly firmly based on Piaget's psychology. In the other less popular meaning, we understand development as a process of directional changes in the student's personality, proceeding from simpler and less perfect conditions to more complicated and in some respects more perfect ones. As a synonym(同义词) of development understood in this latter way, we use the term "progress". In our work, as can be seen, we differentiate(区分) between the concepts of development and progress, although it is obviously desirable that all pedagogical endeavors should have a progressive character.

Asked to what this concept of development refers we could give different answers, taking into account diversified criteria. The social sciences yield many such criteria. During recent years the systems of such criteria applied to pedagogical activity were given the name of taxonomies (分类学). The defect of these criteria and taxonomies consists in the fact that they treat the growing individual as a collection of certain characteristics, which are being manipulated pedagogically to bring them to relatively full development. In this respect the most significant — and at the same time the simplest (but not very often applied) — classification of characteristics differentiates between the instrumental characteristics and the directional characteristics. The first group refers to the recognition of reality by an individual and to his own influence on the reality, whereas the second is connected with the shaping of his relationship to the values and with the choosing of his aims in life. Other classifications differentiate more elements of personality and occasionally, as in the well-known taxonomy of B. Bloom, their number is colossal(巨大的).

No satisfactory answer has been found so far to the question whether during the educational process it is possible to treat the growing individual and his personality as a complete being — as an indivisible unity. However, this kind of approach seems to be the only way of ensuring the harmonious and spiritually consistent development of the people concerned, reaching the deeper layers of their personality and influencing it in such a way — taking advantage of its own resources — that every pedagogical act should not only bear on(对……有影响) the one chosen characteristic, disposition(性情) or aspect of personality, but at the same time assist the development of other characteristics, dispositions or aspects.

However, even if we want to treat personality as such a gradually and harmoniously developing unity (and such is the basis of the concept of all-round education), we cannot avoid noticing some of its basic functions while influencing it, for it exists and develops as well all the time. Among those functions we count knowledge of the world and oneself, experience

of the world and its values, and modification of the world. Those three typically human functions form at the same time the foundation of the concept of all-round education.

Cultural characteristics

The concept of all-round education is in itself a program which aims at spreading, through schools and other educational institutions, a general level of culture which will help to develop educational practice along lines more conducive than the present methods to the creation of harmonious all-round personalities. This conception of culture is in full accord with (与……一致; 与……相符合) the way in which culture is understood by Polish contemporary philosophers, foremost of whom is T. Kotarbiński. According to him, culture has the following characteristics:

It grows from the history of a society as a result of work and co-operation made possible by understanding, and realized with the help of language. During this process, aimed at harmonization (和谐) of coexistence through the blossoming of cognitive (认知的) functions and their use in form of the technique, the pre-cultural motivations give way to motivations created as follows: the impulses become more and more controlled, the immediate reactions are replaced by planned and long-term actions, aggressive emotions give way to emotions of a rather gentler nature.

In this idea of culture, apart from its historical development and connections with language and development of social life, we find — as the dominating factors — three pillars (非常重要的部分) of the concept of all-round education: the blossoming of cognitive functions, the development of motivation and the emotional life, and the use of science in the technical field. Let us now have a look at those three aspects, paying attention to those forms of activity, directed by the teachers and cultivated by the pupils, which may in the normal conditions already existing effectively influence the development of harmonious all-round personalities.

— Adapted from <http://www.lib.ruc.edu.cn/>

(1001 words)

I . Read each of the following statements. Write “Yes” if the statement agrees with the information given in the passage; write “No” if the statement contradicts the information given in the passage; write “Not Given” if the information is not given in the passage .

1. According to the author, all-round education only refers to the development of the individual under the influence of education.
2. Socially desirable development of human gifts, scientific interests or artistic talents is similar to acquiring habits like smoking and drinking, because both kinds of development are the result of the influences of school, family and schoolmates.
3. There are three ways of defining the idea of human personality development.
4. Taxonomies refer to the systems of criteria applied to pedagogical activity.
5. Characteristics can be classified under two types: the instrumental characteristics and the directional characteristics.
6. Culture is the result of the understanding of the history of society and is realized with the help of language.
7. The Chinese government attaches importance to all-round education.

II . Complete the table with the information given in the passage .

the concept of all-round education	<u> 1 </u> under the influence of education and the development of the younger generations.
three pillars of the concept of all-round education	the blossoming of cognitive functions, the <u> 2 </u> of motivation and the emotional life, and the use of <u> 3 </u> in the technical field.

Time required : 15 minutes

Time used : _____ minutes

Part III Reading in Depth

Section A

Read the passage carefully and then answer the following questions or complete the unfinished statements in the fewest possible words (not exceeding 10 words).

Promoting All-round Development

Chinese Premier Wen Jiabao has urged the country's high schools to promote all-round development of students to lay a solid foundation for their future growth.

"Schools represent the future of the nation," Wen said in a recent visit to the prestigious Beijing No. 4 High School. "There are two things that schools need forever. One is love and the other is knowledge."

Wen visited the 100-year-old school on September 4. During his stay, he visited a lab, listened to a chorus of the students and talked with some teachers. Wen recalled his high school days in the 1950s and said he was impressed with the teaching method of his music teacher who let the students listen to lots of music pieces, ranging from world-famous classics to Beijing Opera. "His teaching method is very special," Wen said. "He not only taught music in class but also made it a means to enlighten students' thinking, influence students sentiment (思想感情) and promote students' all-round development."

Wen called for building the No. 4 High School into a world-class school and said that China needs more such schools.

Since its founding in 1907, the school has produced numerous renowned scientists, writers, artists, scholars and entrepreneurs (企业家).

— Adapted from http://english.people.com.cn/english/200106/eng20010613_72514.html

(200 words)

— 11 —