



21世纪普通高等教育规划教材
中国劳动关系学院精品系列教材

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大学英语 拓展阅读教程

提高篇

王 猛 主编

进阶篇

基础篇



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大学英语拓展阅读教程

(提高篇)

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内 容 提 要

本教程旨在通过教师课上指导、学生课下自主学习的方式拓宽学生视野、培养他们的终生学习能力。全教程由基础篇、进阶篇、提高篇、高阶篇和精阶篇五册组成,每册十个单元。每单元设计一个主题的形式,单元中各模块的设计符合学生的阅读规律,如阅读知识面拓展、技巧训练、能力培养、实战演练和兴趣开发。练习题型的设计主要是帮助学生阅读过程中猜测生词词义、预测文章内容,运用“相互关联”(Interactive)阅读模式,将“用法”(Usage)与“运用”(Use)有机地结合。同时,为适应 CET 4/6 考试要求,增加了快速阅读和细读(In-depth reading)真题训练,达到“学”以致“用”的目的。

本教程适用于本、专科学生,也可作为英语学习爱好者的案头读物。

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序

中国劳动关系学院的董连忠老师送来他和董丽娜主任合作编写的《大学英语拓展阅读教程》书稿,请我写几句话。我很高兴有机会浏览这套新编的英语泛读教材。我学习和教授英语快有 40 年了。我做学生的时候,特别喜欢阅读课外书,1979 年,系主任分配我教泛读课。当时最大的问题就是没有教材。我记得,我从图书馆筛选内容有趣、语言难度与学生英语水平相当的英语图书作为课外读物提供给学生,让大家课后阅读,读完后,分小组交流,或写读书报告。另外,我还挑选一些英语短文,编制一些问答题或选择题,作为课堂快速阅读的材料,每次上课前,发给大家,根据文章长度,限定阅读时间,等学生读完后,核对阅读练习题。虽然很忙碌,但是当时泛读教学的这种经历给我留下很多美好的回忆,我也对英语阅读产生了浓厚的兴趣。后来,我参加了英语泛读教材和英语快速阅读教材的编写工作,我认为大量阅读是中国学生在国内学好英语的重要途径之一。我赞成以大量阅读为基础,综合提高学生听说读写技能的主张。我也愿就此机会,谈谈我对英语阅读的体会:

1. 阅读是一种综合技能

怎样才能提高自己的阅读能力,仅仅靠阅读或多读是不够的。我的体会是:① 要扩大自己的词汇量,阅读能力的高低和词汇量的大小是分不开的,不少学生阅读困难是因为他们的英语词汇量偏少。要采用构词记忆、联想记忆、大量阅读记忆,以及通过上下文记忆等方法,不断扩大自己的词汇量;② 要善于整合和利用自己的语法知识,理清阅读材料中令人费解的长句、难句,以及与我们母语思维差异较大的英语句式;③ 要读得快,读得懂,还要有丰富的文化背景知识和生活知识,要不断丰富和拓宽自己的知识面;④ 要善于把握和判断所读材料的语篇类型、语篇结构和文体风格。

2. 培养阅读能力要注重发展阅读策略

多年的阅读经历使我体会到,要能读得好,须要读得巧。我的体会是:① 阅读是一种技能,要多实践、勤体验。每天阅读 30 分钟优于平时不经常读而周末读上几小时的做法;② 要熟悉快读、精读、寻读和略读的技能,培养自己根据需要,采取适当阅读策略的能力;③ 要发展自己的推测生词词义的能力(Inference skill, to know words you don't know based on words you know)。在实际阅读过程中,我们会遇到生词,即使学过的单词,有时也要根据不同的语境,确定单词的意思。所以要培养自己能根据上下文或文中其他词汇的信息推测生词意思的能力,要善于根据上下文线索和构词法等知识进行推测。④ 培养阅读能力不是一朝一夕就能完成任务,需要时间和耐心,要持之以恒。

3. 阅读能力要与其他语言学习技能协调发展

整体语言教学理论强调语言是一个整体。语言教学要从整体着手。整体语言教学不是一种简单的语言教学方法,而是涉及语言、语言学习、语言教学、教学内容及学习环境的理念。我个人的体会是:读完一篇文章或材料,如果能够有所思考,写写体会或感想,或提出问题,或做一点练习,或与人交流讨论,都能有效提高阅读的能力和效率。

4. 通过阅读学习语言,很重要的一个因素是选择合适的阅读材料

合适的阅读材料一是要难易适度。材料过难,读不懂大意,容易失去阅读信心,从而影响对英语阅读的兴趣;材料过于简单,没有阅读激情,觉得学不到东西,容易失去阅读兴趣,从而影响英语阅读能力的提高。二是要内容有趣,要尽量为学生提供与他们兴趣、生活、年龄和心理联系密切的阅读材料。

我简要归纳了自己在英语阅读教学方面的体会,以及英语泛读在英语学习中的重要性。从这个角度来看这套《大学英语拓展阅读教程》,我们就会发现,它有几个鲜明的特色:

(1)《大学英语拓展阅读教程》注重拓宽学生的文化视野和知识范围,整套教材题材广泛、内容丰富,涉及科技、文化、经济、体育、跨文化交际,以及与青年大学生兴趣和生活关系密切,大学生喜闻乐见的话题,这既有助于提高阅读兴趣,又能丰富和拓宽学生的知识面,进而提高阅读能力。特别值得一提的是,本套教程还专门设计和收入了有关中国文化的素材,为学生在跨文化交流中用英语介绍和表达自己的文化提供了语言支持,有助于提高其跨文化交际的能力。

(2)《大学英语拓展阅读教程》注重培养学生的阅读策略。每个单元设置了专门的“阅读策略实践”。为学生提供了经常性的、与单元内容有关的、真实的英语阅读策略实践和指导。

(3)《大学英语拓展阅读教程》体例设计新颖、活泼。每章开始,都有章节起始页,醒目的标题、活泼的图片、简洁的说明和本章篇目标题,给人有为之一新的感觉。阅读材料后面的注释、练习和部分译文,为阅读提供了方便的帮助。每篇文章后面,都提供了问答题、选择题、填空题等形式的练习,是一套便教利学、目标明确、不可多得的大学英语泛读教程。

我们衷心期望这套英语泛读教程能为国内学生在国内学习英语提供阅读素材,以及发展阅读能力的指导,让我们的学生在英语学习过程中,体验阅读的快乐和成功,并以此为基础,综合提高英语学习的效率和综合运用英语的能力。

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2010年6月30日

Preface

I take it as an honor to be asked to write a preface for this set of *Extensive Reading* textbooks. My first reaction when I went through the five volumes was: Finally, someone is focusing on extensive reading and lifelong learning abilities! For years, I have been frustrated by Chinese teachers' focus on the intensive studying of English as a foreign language in China. Despite all its merits, "intensive reading" textbooks and courses do not push learners beyond the boundaries of a foreign language learner. It is when students are encouraged to use the language being learned, e. g. , for extensive reading or other useful purposes, that we begin to see hope for the students' use of English as a tool after they go out of the classroom and after their formal schooling.

With a wide array of topics that are of interest to Chinese university students, which I believe will help entice learners to the world of reading in English, a key characteristic of this set of textbooks is the express focus on reading strategies, learner autonomy, and lifelong reading skills. I encourage teachers to go further. In addition to the skimming and scanning strategies most prominently featured throughout these volumes, other important reading strategies such as summarizing, inferencing and predicting may well prove to be useful tools as well in the development of students' reading abilities.

I see at least three levels of reading: 1) read and understand, 2) read and remember, and 3) read and integrate. At the first level, a reader is able to decode the text being read and understand what the literal textual meaning is. Beginners of a foreign language will struggle for a long time in order to decode every word and every sentence before arriving at a general level of comprehension. Real reading never stops here. Many times we read for various functional purposes, for example, to read between the lines for the author's real intentions behind the text, to learn more about the content, and to share with each other the joys and sorrows of life. We remember the content as a natural result of reading. This is the second level. The overwhelming majority of readers will reach this level. The best readers, however, will read at level three where they enter into a dialogue with the writer. In other words, ideal readers not only read with understanding and memory, they also integrate what they read into their own knowledge structure, critically analyze the text and see if they agree with the author or how they would write their own message if they were the author. Nobody is born with these reading skills, and all three levels of reading will need to be trained. I hope that teachers who go through the trouble of reading this preface will explore different ways in cultivating their students' reading abilities at all these levels.

Extensive or intensive reading, let's not forget that the ultimate purpose of learning English as a foreign language for non-English majors at the tertiary level in China is to be

able to function independently in their respective future careers not only in Chinese, but also in a language that has become a de facto world language. In other words, we are all engaged in a great enterprise of educating the next generation of Chinese workforce that is globally competitive and future-ready. As such, their English language ability will not and should not stop at Band 4 or Band 6 of CET. Reading extensively, being able to read and learn competently after they graduate from universities, and being able to use English as a tool for international communication and professional development is the target we should all aim for.

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前言

《大学英语拓展阅读教程》是在充分研究了国内外英语教材编写的原则和特点的基础上,应用最新英语教学理论,吸纳最新英语教学方法、以培养学生阅读策略和自主学习能力为目标而编写的一套理念创新、体系科学、内容实用的阅读教材。其选材既注重科学性、人文性、可读性,又侧重培养学生的阅读技能和综合应用能力,符合我国大学英语教学改革的最新要求及发展趋势。其主要特色如下:

一、选材广泛,内容新颖

本教程立足教学实际、博采众长,突出了语言输入与输出功能的结合。选材以英语国家社会、政治、经济、文化等方面内容为主,同时辅以相应的中国文化元素,让学生在浩瀚的知识海洋中,多方汲取营养。所选文章语言规范,题材多样,贴近生活,可读性强,适合不同专业学生的学习需求。

二、个性鲜明,针对性强

本教程广泛汲取了国内外同类教材的精华,针对非英语专业学生英语水平和教学实际,充分体现了国家教育部有关大学英语教学改革的精神,彰显了英语教学个性化风格。

三、理念先进,题型多样

本教程旨在通过教师课上指导、学生课下自主学习的方式拓宽学生视野、培养他们的终生学习能力。单元中各模块的设计符合学生的阅读规律,如阅读知识面拓展、技巧训练、能力培养、实战演练和兴趣开发。练习题型的设计主要是帮助学生阅读过程中猜测生词词义、预测文章内容,运用“相互关联”(Interactive)阅读模式,将“用法”(Usage)与“运用”(Use)有机地结合。同时,为适应 CET 4/6 考试要求,增加了快速阅读和细读(In-depth reading)真题训练,达到“学”以致“用”的目的。

四、独特设计、实用创新

本教程由五册组成,每册十个单元。采用每单元设计一个主题的形式,在选材及练习设计上秉承循序渐进的原则,将其分为基础篇、进阶篇、提高篇、高阶篇和精阶篇。一切从有利于学生打好语言基础和提高语言应用能力出发,前后按照由浅入深、循序渐进的原则系统而连贯地设计完成。各册互相渗透,形成科学有机的整体。

五、中西相融、学练相长

本教程的创新之处在于中、西文化元素相融,“学”、“练”相长。学生在吸纳西方文化精华的同时,补以母语(中国)文化的“乳汁”,使学生所学知识得以融会贯通、相得益彰,从而提高其文化鉴赏能力和批判阅读能力。

本教程的基础篇、进阶篇、提高篇和高阶篇分别用于两年(四个学期)的大学英语基础教学;精阶篇用于三、四年级备考英语六级和研究生入学英语考试的选修课程。使用过程中,可根据本校学生实际情况灵活掌握。

本教程总主编为董连忠、董丽娜副教授。编写组成员分别为张鑫、宋红辉、王猛、邵帅和董连忠。他们每位担任一册教材的主编,同时负责每册教材两个单元的编写工作。教程的编写

还得到了同事和朋友的支持。北京师范大学博士生导师田贵森教授和新西兰维多利亚大学顾永琪博士为本教程的编写给予了指导并撰写了序言;廊坊师范学院和北华航天学院的部分教师在试用过程中提出了宝贵的反馈意见;董丽娜主任对整体设计给予了精心指导;外语教学部的巫正洪、周凤燕、陈劲、邓小莉、乔晓芳、安静、康春杰、李群、范恭华、刘磊、宋炳、訾华东老师作了校读并提出了宝贵意见,吕京红老师在编写和试用过程中做了大量基础工作。另外,作为中国劳动关系学院教改立项的部分成果,本教程得到了学院的资助,使其得以问世,在此我们一起表示衷心的感谢。

本教程适用于本、专科学生,也可作为英语学习爱好者的案头读物。作为我国大学英语教学改革实践的创新成果,虽经我们精心编写,但由于编者的水平和经验有限,错误和缺点在所难免,恳请各位专家和读者提出宝贵意见,以便在修订中日臻完善。

编者

2010年8月

Contents

Unit One	Love / 1
	Part One Why We Love Who We Love / 2
	Part Two Thinking of You / 6
	Part Three How to Write a Love Letter / 10
	Part Four A Naturalist Is Born / 13
	Part Five Chinese Valentine's Day / 15
Unit Two	Exercise, Diet and Health / 17
	Part One Why Is Exercise Wise? / 18
	Part Two Keys to a Healthy Diet / 23
	Part Three The Benefits of Running / 26
	Part Four Weight-training / 29
	Part Five The Origin of Football / 30
Unit Three	Diverse Education and Culture / 33
	Part One How to Find a Multicultural Manager / 34
	Part Two Rights of Education Carry Responsibilities to Do Good / 37
	Part Three How Do You See Diversity / 41
	Part Four Differences in Preschool Education / 45
	Part Five Tao Xingzhi's Theories on Education / 46
Unit Four	How Much Do You Know about the States / 49
	Part One Five Famous American Fast Food Restaurants / 50
	Part Two American Symbol of Entrepreneurship — Oprah Winfrey / 54
	Part Three American Values / 58
	Part Four The Myth of Success / 62
	Part Five Nianhua — Chinese New Year Pictures / 64

Unit Five	When Life Comes to the End / 66
	Part One Choosing How to End / 67
	Part Two An Account of the End of My Mother's Life / 72
	Part Three In Memory of My Beloved / 75
	Part Four Tell Patients the Truth / 78
	Part Five Chinese Funeral Customs / 80
Unit Six	Natural Disasters / 82
	Part One Sandstorm Is Blowing China / 83
	Part Two How to Prepare for a Flood / 87
	Part Three Water Disasters / 90
	Part Four Earthquake-resist Structures / 93
	Part Five Talk about Natural Disaster / 95
Unit Seven	It's Never Too Late to Become a Genius / 97
	Part One It's Never Too Late to Become a Genius / 98
	Part Two How Sigmund Freud Changed What People Thought / 103
	Part Three How Geniuses Work / 107
	Part Four Hero Worship / 110
	Part Five Three Ancient Chinese Philosophers / 112
Unit Eight	Human Cloning / 115
	Part One Human Cloning / 116
	Part Two Cloning: Science Breakthrough or Morally Wrong? / 119
	Part Three Facts of Cloning / 122
	Part Four Cloning a Dog / 126
	Part Five Cloning Pros and Cons / 127

Unit Nine	Marriage Customs / 130
	Part One American Wedding Traditions for Brides / 131
	Part Two Chinese Marriage Traditions / 136
	Part Three Marriage Problems and Solutions / 139
	Part Four Real Happiness / 143
	Part Five The Tokens of Love for Ancient Chinese Maidens / 144
Unit Ten	Friendship / 147
	Part One Friendship / 48
	Part Two How to Grow a Friend / 152
	Part Three Tips for Successful Online Dating / 155
	Part Four A World without Emotion / 159
	Part Five From Chinese Symbol for Friendship to Chinese Characters / 161
Key	/ 163

Unit One

Love

Where we love is home. A home is where our feet may leave, but not necessarily our hearts. If everyone in the world would believe in love, we would not need laws. By practicing love, we will produce good things in our life and blessings to those around us.

In this unit, you will read:

- Why We Love Who We Love
- Thinking of You
- How to Write a Love Letter



Part One

Pre-reading Questions

1. What factors do you think will influence who we love?
2. What kind of future partner are you expecting?
3. Why and how do you form such expectations about your future spouse?

Why We Love Who We Love

- 1 Have you ever known a married couple that just don't seem to fit together — yet they are both happy in the marriage, and you can't figure out why?



2 I know of one couple. He is an **ex-athlete** who, in addition to being a successful salesman, coaches a **league**, is active in his club and plays golf every Saturday with friends. Meanwhile, being a quiet and complete homebody, his wife doesn't even like to go out to dinner. But they are as happy as you can imagine.

3 What mysterious force drives us into the arms of one person, while pushing us away from another who is equally **desirable**?

4 Of the many factors influencing our ideas of a perfect mate, one of the most **telling**, according to John Money, a professor of medical psychology at Johns Hopkins University, is what he calls our "love map" — a group of messages in our brains that describe our likes and dislikes. It shows our preferences in hair and eye color, in voice, smell, body shape. It also records the kind of personality that **appeals** to us, whether it's the warm and friendly type or the strong, silent type.

5 In short, we **fall for** and **pursue** those people who most clearly fit our love map. And this love map is largely determined in childhood. By age eight, the **pattern** for our ideal mate has already begun to float around in our brains.

6 When I lecture, I often ask couples in the audience what drew them to their dates or mates. Answers range from "She's strong and independent" and "I go for **redheads**" to "I love his sense of humor" and "That **crooked** smile, that's what did it."

7 I believe what they say. But I also know that if I were to ask those same men and women to describe their mothers, there would be many similarities between their ideal mates and their moms. Yes, our mothers — the first real love of our lives — write a significant **portion** of our love map.

8 When we're little, our mother is the center of our attention, and we are the center of hers. So our mother's characteristics leave a permanent impression, and we are forever after attracted to people with her facial features, body type, personality, even sense of humor. If our mother was warm and giving, as adults we tend to be attracted to people who are warm and giving. If our mother was strong and even-tempered, we are going to be attracted to a **fair-minded** strength in our mates.

9 A mother has an additional influence on her sons; she not only gives them clues to what they will find attractive in a mate, but also affects how they feel about women in general. So if she is warm and nice, her sons are going to think that's the way women are. They will likely grow up into warm and **responsive** lovers and also be cooperative around the house.

10 **Conversely**, a mother who has a **depressive** personality, and is sometimes friendly but then suddenly turns cold and rejecting, may raise a man who becomes a "**dance-away** lover." Because he's been so scared about love from his mother, he is afraid of **commitment** and may pull away from a girlfriend for this reason.

11 While the mother determines in large part what qualities attract us in a mate, it's the father — the first male in our lives — who influences how we relate to the opposite sex. Fathers have an enormous effect on their children's personalities and chances of marital happiness.

12 Just as mothers influence their son's general feelings toward women, fathers influence their daughter's general feelings about men. If a father **lavishes** praise on his daughter and demonstrates that she is a worthwhile person, she'll feel very good about herself in relation to men. But if the father is cold, critical or absent, the daughter will tend to feel she's not very lovable or attractive.

13 In addition, most of us grow up with people of similar social circumstances. We hang around with people in the same town; our friends have about the same educational backgrounds and career goals. We tend to be most comfortable with these people, and therefore we tend to link up with others whose families are often much like our own.

14 What about opposites? Are they really attracted to each other? Yes and no. In many ways we want a mirror image of ourselves. Physically attractive people, for example, are usually drawn to a partner who's equally attractive.

15 Robert Winch, a longtime **sociology** professor at Northwestern University, stated in his research that our choice of a marriage partner involves a number of social similarities. But he also maintained that we look for someone with **complementary** needs. A talker is attracted to someone who likes to listen, or an aggressive personality may seek out a more passive partner.

16 It's rather like the old, but **perceptive**, saying on the subject of marriage that advises future partners to make sure that the holes in one's head fit the **bumps** in the other's. Or, as



Winch observed, it's the balancing out of sociological likenesses and psychological differences that seems to point the way for the most solid lifelong romance.

17 However, there are instances where people of different social backgrounds end up getting married and being extremely happy. I know of one man, a factory worker from a traditional Irish family in Chicago, who fell in love with an African American **Baptist**. When they got married, their friends and relatives predicted a quick failure. But 25 years later, the marriage is still strong.

18 It turns out that the woman was like her mother-in-law — a loving and caring person, the type who rolls up her sleeves and volunteers to work at church or help out people in need. This is the quality that her husband fell for, and it made color and religion and any other social factors **irrelevant** to him.

Words and Expressions

ex-athlete *n.* a person who used to compete in sports 前运动员

league *n.* an association of sporting clubs that organizes matches between teams 联盟, 社团

desirable *a.* worth having or seeking, being advantageous, or pleasing 如意的, 合意的

telling *a.* having a marked effect or impact 非常有效的, 有力的

appeal *v.* (～ to) to be attractive or interesting 吸引

fall for to feel love for 爱上, 倾心

pursue *v.* to seek or strive to attain (sth., desire, etc.) 追求

pattern *n.* a plan, diagram, or model to be followed in making things 样式, 方式

redhead *n.* a person with red hair 红头发的人

crooked *a.* dishonest or immoral or evasive 不正当的, 不诚实的

portion *n.* a part of a whole; fraction 一部分, 一份

fair-minded *a.* just or impartial 公正的, 公平的

responsive *a.* reacting or replying quickly or favorably 反应良好的, 支持的

conversely *ad.* in a contrary or opposite way 相反地, 反过来

depressive *a.* tending to depress; causing depression 郁闷的

dance-away 蹦跳着跑开

commitment *n.* sth. pledged, promise 承诺, 许诺

lavish *vt.* to give, expend, in profusion 慷慨给予; 过分给予

sociology *n.* the study of the development, organization of human societies 社会学

complementary *a.* acting as or forming a complement; completing 互补的

perceptive *a.* quick at noticing things 感觉敏锐的, 有洞察力的

bump *n.* a lump on the body caused by a blow 突起, 肿块

irrelevant *a.* not relating or pertinent to the matter at hand 不相关的

Background Information

1. **Northwestern University** (美国西北大学): It is a private research university located primarily

in Evanston, Illinois. Northwestern is a comprehensive research institution consisting of eleven undergraduate, graduate, and professional schools and colleges. Northwestern was founded in 1851 by John Evans to serve the people of the Northwest Territory.

2. Baptist (浸礼会教徒): a member of a Christian Protestant Church that believes that baptism should take place when a person is old enough to understand what it means, and not as a baby. The term Baptist can also describe a local church, or other group of individuals made up of individual Baptists.

Learn about Words

Often you can tell the meaning of a word from its context — the words around it. Please find the word in the paragraph that means.

1. at the same time (2)
2. the total sum of all the characteristics of an individual (4)
3. to seek or strive to attain (sth. , desire, etc.) (5)
4. the similar aspects (7)
5. not easily angered or excited; calm (8)
6. helpful and marked by willingness to cooperate (9)
7. in a contrary or opposite way (10)
8. unusually large in size, extent, or degree (11)
9. a condition of time, place, etc. , that influences the development of sth. or sb. (13)
10. acting as or forming a complement; completing (15)



Part Two

Reading Skill — Scanning

Scanning is a technique that you often use when looking up a word in a dictionary. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page to seek specific words and phrases. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. This is especially helpful when one is taking a test.

Skill-Specific Training

I. *Scan the following passage and locate the relative information to answer the questions.*

1. When did the story take place?