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大学英语 阅读教程

COLLEGE ENGLISH
READING

总主编 杨 辉

主 编 李 显 王 艳 陈 磊

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

《大学英语阅读教程》的编写以最新的外语教学理论为指导，全面贯彻《大学英语课程教学要求》对学生阅读理解能力要求的精神，帮助学生通过拓展阅读提高英语水平，开拓知识视野，培养文化意识。本书是针对大学生的学习特点和大学英语教学现状而编写的，可与各主要版本的综合教程配套使用。

根据《大学英语课程教学要求》，一般要求的快速阅读的速度为每分钟100个词；要能借助词典阅读题材熟悉英文报刊文章，掌握中心大意，理解主要事实和有关细节；能读懂工作、生活中常见的应用文体的材料。为了贯彻这一要求，在新改革后的大学英语四、六级考试中，增设了快速阅读理解，分值占总分的10%。我们敏锐地捕捉到了这一变化，在《大学英语阅读教程（1—4册）》的编写过程中，始终把快速阅读能力的培养放在重要的地位，以阅读技巧、阅读方法为主线，体现“精讲多练”的原则，旨在使学生能按“课程教学要求”，掌握阅读技巧，高效、快速地阅读中等难度的一般性题材的英语文章，进行一定的分析、推理和判断，促进应试和实际应用能力的提高。

本教程共分4册，第1册围绕“运用语言技能理解文章”这一层面的阅读技能展开训练；第2册重点解析和训练“辨别和理解中心思想和重要细节”这一层面的阅读技能；第3册训练“运用专门的阅读技能（略读、查读）”这一层面的阅读技能；第4册提高了阅读材料的难度，把前三册的阅读技能贯穿于其中。每册分为8个单元，各单元由同一题材的2篇文章、生词注释、有关文化背景介绍、练习等组成。每一册书按4单元为一组设计了两份试卷，供学生作阶段性复习。为了帮助大学生准备四、六级考试，我们在每个单元增加了阅读训练部分，由3篇带有多项选择题目的小短文组成；同时在文章的练习中，增加了汉译英练习。

本套教程的编写体现了如下特点：

1) 本教程由具有丰富的教学经验的大学英语教师分工协作、集体编写而成，具有很强的专业性。

2) 本教程在编写过程中充分吸收了我国大学英语教学界长期积累起来的行之有效的经验和方法, 取各家之长, 兼容并蓄, 能适应各种英语教学的需求。

3) 本教程旨在通过教师的“精讲”和学生的“多练”来提高学生学习的主动性、积极性和创造性。

4) 本教程选用当代英语常见语体或文体的典型样本作为素材, 内容新颖, 搜选范围主要是近五年来英美国家出版的报纸杂志文章或最新的网络文章, 涵盖教育、科技、政治、经济和文化等各个方面, 阅读文章素材均具有可读性、文化教育性和时代性。

5) 本教程练习题型均按照最新的大学英语四、六级考试的题型标准和难度设计。每篇文章后附设了6种题型: 一是快速阅读类(包括是非判断题和句子填空题); 二是阅读理解类(为多项选择题); 三是篇章理解类(为选词填空题), 依据阅读文章的内容, 编出一篇小短文, 留出10个空, 给出15个词供读者进行选择填空; 四是简答题, 一般用问句形式命题, 要求学生做简短回答; 五是翻译题, 共5个句子。句中的一部分已用英文给出, 要求学生根据全句意思将汉语部分译成英语; 六是讨论题, 针对文章内容提出2个问题, 供学生讨论。各题型的题量适当, 可以有效帮助学生逐步熟悉考试形式。

杨辉教授担任本套教材的总主编, 设计了“编写提纲”和“编写要求”; 张淑莲、李显、邵光庆、荆燕老师完成了全套书的选材工作, 对所选文章进行了严格的筛选、分类和分册处理。加拿大专家Kenwood对全书进行了审阅。

在《大学英语阅读教程》的策划、编写和出版过程中, 得到了山东轻工业学院教务处和外国语学院的支持和帮助, 在此一并表示致谢!

在《大学英语阅读教程》的编写过程中, 尽管编者做了大量认真细致的工作, 但书中不足或错误之处在所难免, 敬请读者批评指正。

编者

2011年2月

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Unit 1

EDUCATION

Part 1

Reading Text

Chinese Learning Strategies in the 21st Century

Anna Greenspan

Pre-reading introduction

Unlike Western students who can enjoy relaxation at school, Chinese students face heavy workloads and are lack of flexibility. Realizing the situation, China has carried out quality education. However, many people do not believe it will bring major changes because of the testing system deeply rooted in China. Thanks to the system, Chinese students do exhibit some shocking capacity as well as inability. Hence, where should Chinese education go?

① Western students enjoy a seemingly relaxed educational experience. This, however, is not the case for students in Asia, who face crushing workloads and are often very disciplined.

A driven youngster

② When Rousseau Chen, a Shanghainese father, wanted to take his 14-year-old daughter Shelly on holiday, for example, she refused. She told him that the vacation might disrupt her studies. Shelly Chen is at the top of the class at the Shanghai Foreign Language School, one of the city's best middle schools. Already near fluent in English, she is studying German and ranks among the highest in her grade in physics. Her goal is to get a full scholarship to Harvard to study biochemistry.

Lack of flexibility

③ A lack of flexibility and inability of individuals to take the initiative affects the entire service sector, paralyzing employees at every level. Arriving late for the set breakfast at a five-star hotel in Chengdu, for example, I, along with a group of other foreigners, found that the coffee had run out. Our request for more threw the staff into crisis. It was not until a series of meetings had been held and permission sought from senior management that a fresh pot could be brewed. Passing even trivial problems up the management hierarchy in this way is simply impossible in a sophisticated post-industrial society.

Quality education

④ Few doubt that for China to climb the value chain and evolve beyond its current position as factory to the world, it must start to cultivate creative thinking that cannot be taught through rote learning and memorization. In order to foster these missing capabilities, China has implemented a set of reforms known as “quality education”.

⑤ This policy, which aims to teach creativity and emphasize character development, has resulted in certain concrete shifts including changes to textbooks, an increased emphasis on oral skills in language learning—and various attempts to get teachers to encourage student participation.

Chinese skepticism

⑥ Most Chinese, however, are skeptical that anything other than surface transformation is taking place. As they are quick to point out, the underlying issue—an education system rooted in standardized tests—has yet to be altered.

⑦ China has a long history of standardized tests, beginning with the ancient imperial exams initiated during the Sui Dynasty. Used for over 1,300 years as a method of selecting government officials, some suggest that official exams should be counted as one of China’s major ancient inventions alongside gunpowder, paper money, printing and the compass.

⑧ Today, national tests determine which elementary, high school and university a student will attend. They are still the single most important factor in deciding one’s general career path.

The testing period

⑨ The testing period—especially of the college entrance exams—is a major event throughout the Chinese mainland. In Shanghai, government regulation has established “green protection zones” around exam sites where construction projects are suspended and traffic is

redirected.

⑩ Taxi companies offer thousands of cars to be reserved in advance. Oral test questions are played out over the radio—and there are even stories of late students receiving police escorts to get them to the exams on time.

⑪ However crucial in the cities, the nationalized tests are even more important in the countryside, where they are seen as the only way to escape an otherwise dismal social fate.

Concerns over the strenuous testing system

⑫ The weight given to testing is regularly criticized throughout Chinese society. Newspapers and magazines commonly report on the extreme pressure of the general exams.

⑬ Stories range from concern over the suicide rate to bizarre anecdotes like the one about girls in Guangdong Province who are said to have bought up mass quantities of contraceptive pills (避孕药物) and then taken them during the test period—in the hope of warding off the ill effects of their menstrual cycle.

⑭ Despite these concerns, there is little real impetus for the testing system to change. In China, standardized tests are seen as the only way to guarantee meritocracy (精英管理) and ensure fairness. The Canadian method of granting university admission on the basis of interviews and grade point averages is seen as far too subjective.

⑮ In China, many believe that in a system like this the best schools, universities and jobs would go only to those with the right connections.

Finding the best system

⑯ Like the Japanese—who experimented with and then abandoned a policy of “loose education” because of its negative effects on standardized exams—the Chinese say they value creative learning, but will not accept any educational reform which sacrifices test scores.

⑰ China’s emphasis on memorization and rote learning has significant consequences. Students are taught that all questions have but one right answer and there is little room for debate and original thought.

A shocking capacity for memorization

⑱ Subjects like history and politics are focused solely on dates and names. Even the Chinese language exam, which requires students to write essays, allocates grades according to how well one can quote classical texts and idioms.

⑲ As a result, Chinese students develop what appears to many Westerners as a shocking capacity for memorization. Many are able to recite entire articles and there are stories of

some who are capable of committing the entire dictionary to memory.

②① Even more terrifying for parents of young children like me, some preschoolers have already learned hundreds of Chinese characters and many are trained to reel off (熟练背诵) Tang poetry. Chinese students thus regularly achieve near-perfect scores on the standardized exams of Europe and America.

Ill-prepared for Western education

②② Yet, when they go abroad many of these students find they are ill-prepared for Western education. Chinese students with phenomenal TOEFL (Test of English as a Foreign Language) scores are often incapable of taking part in simple English conversation.

②③ At least one graduate school in one of America's most elite universities has now become wary of accepting students from China for this reason.

Difficulty going abroad

②④ Assumed skills such as in-class participation, seminar presentations and individual research projects, common practice in elementary schools in North America, are largely unheard of in the Chinese classroom—even in most universities.

②⑤ Moreover, the stress on original thinking and strict rules regarding plagiarism (剽窃, 抄袭) often seem baffling (难住) to students from China. An American teacher working in Yunnan province tells of encountering this cultural divide when two students handed in the exact same essay for an in-class exam.

②⑥ After questioning them, it became clear that both students had memorized the same passages in preparation for the test.

Reflections of cultural differences

②⑦ When the teacher tried to explain that she wanted work that originated with the student they replied with incomprehension: If I memorize it, why isn't it my own? This difference in attitude speaks to the more profound issues underlying the differences in Eastern and Western education.

②⑧ If North Americans are to pick up the math and science skills common amongst Chinese or if Chinese are to develop the creativity of North Americans, it is not enough to implement change in the classroom. It is the culture at large that needs to be transformed.

Notes to the Text

- 1** This, however, is not the case for students in Asia, who face crushing workloads and are often very disciplined. 尽管如此，但对于那些整日面对繁重的课业量而又非常遵守纪律的亚洲学生来说，情况却是不一样的。
- 2** A lack of flexibility and inability of individuals to take the initiative affects the entire service sector. 个人灵活性以及创造精神的缺乏会影响到整个服务业。

About the Author

Anna Greenspan works as a Shanghai-based independent scholar in the areas of digital culture and globalization. She has published a book entitled “India and the IT Revolution: Networks of Global Culture”— as well as a number of articles on the rise of India and China. Ms. Greenspan is currently teaching a course on Western political thought to members of the Shanghai government. She is also a mother living in Shanghai who will soon have to confront questions about cross-cultural learning directly in the education of her young son.

New Words and Expressions

disciplined /ˈdɪsɪplɪnd/ <i>adj.</i>	obeying the rules 遵守纪律的
flexibility /ˌfleksɪˈbɪləti/ <i>n.</i>	the property of being flexible 灵活性
paralyze /ˈpærəlaɪz/ <i>v.</i>	to make powerless and unable to function 使……麻痹
brew /bru:/ <i>v.</i>	to pour boiling water over tea or coffee to make it ready to drink 冲，泡，沏
hierarchy /ˈhaɪərəʊki/ <i>n.</i>	the group of people in an organization who have power or control (组织、团体中的) 统治集团
skeptical /ˈskeptɪkəl/ <i>adj.</i>	marked by or given to doubt 怀疑的
escort /ˈeskɔ:t/ <i>n.</i>	the act of accompanying someone or something in order to protect them 护卫，护送
dismal /ˈdɪzməl/ <i>adj.</i>	causing sadness 凄凉的
strenuous /ˈstrenjuəs/ <i>adj.</i>	needing great effort 需花功夫的
impetus /ˈɪmpɪtəs/ <i>n.</i>	a force that moves something along 动力，推动力
seminar /ˈsemɪnɑ:(r)/ <i>n.</i>	a course offered for a small group of advanced students 讨论课
originate /əˈrɪdʒɪneɪt/ <i>v.</i>	to come from a particular place, time, situation, etc. 开始

Exercises

I Fast Reading 15 minutes

Directions: For questions 1-7, mark Y (for Yes) if the statement agrees with the information given in the passage, mark N (for No) if the statement contradicts the information given in the passage, mark NG (for Not Given) if the statement is not given in the passage. For questions 8-10, complete the sentences with the information given in the passage.

- _____ 1. Shelly Chen refused to spend holiday just because she thought it might disturb her studies.
- _____ 2. "Quality education" aims only to teach creativity.
- _____ 3. More foreign teachers are needed according to the reform.
- _____ 4. A majority of Chinese are skeptical that anything except surface transformation is taking place.
- _____ 5. Chinese long history of standardized tests began from the Tang Dynasty.
- _____ 6. In the testing period, taxi companies offer thousands of cars to be reserved in advance in Shanghai.
- _____ 7. Chinese students develop what appears to many Westerners as a shocking capacity for writing.
8. According to the view of the author, Western students enjoy a seemingly _____ experience.
9. The writer agrees that Chinese students are lack of _____.
10. China has implemented many reforms to foster those missing capabilities, which include changes to textbooks, an increased emphasis on oral skills in language learning—and various attempts to get teachers to _____.

II Reading Comprehension Reading in Depth

Directions: The following are 5 questions or unfinished statements. For each of them there are 4 choices marked A, B, C and D. You should decide on the best choice.

1. Which adjective can describe the Chinese students according to the passage?
 - A. Creative.
 - B. Disciplined.
 - C. Lonely.
 - D. Independent.

2. What kind of reform is NOT included in China's "quality education"?
 - A. Various attempts to get teachers to encourage student participation.
 - B. An increased emphasis on oral skills in language learning.
 - C. An increased need for foreign teachers.
 - D. Some changes to textbooks.
3. What does the phrase "ward off" mean in Para.13?
 - A. Keep close.
 - B. Hold off.
 - C. Leave away.
 - D. Send out.
4. Which of the following statements is true?
 - A. Japan abandoned a policy of "loose education" because of its negative effects on standardized exams.
 - B. The Chinese say they will accept some educational reforms which sacrifice test scores.
 - C. Memorization is the only focus in China's education.
 - D. Chinese students are taught that all questions have one or more right answers.
5. What's the main idea of this passage?
 - A. People think that Western students like the way Asian students take education.
 - B. It's very significant to cancel all the exams in China in order to reduce the pressure on students.
 - C. We should help those students who have difficulty in going abroad.
 - D. The educational system in China and Western countries should learn from each other.

III Passage Understanding

Directions: In this section, there is a passage with 10 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. You may not use any of the words in the bank more than once.

Shelly Chen was a girl of 14, who refused to spend holiday because she thought the vacation might 1 her studies. Many other Asian students like Shelly face crushing 2 and are very 3. However, they are lack of 4, which will 5 the development of China. Then, in order to emphasize these capabilities, China has 6 a set of 7, such as creativity training and character development. Even so, most Chinese point out that an educational system 8 in standardized tests has yet to be changed.

In spite of this, the national tests are still the most 9 factor in deciding one's future career, which have put great pressure on some youngsters so that they have no choice but to choose to suicide or do some other extreme things. All these phenomena are due to China's educational system, which emphasizes memorization and rote learning. For this reason, Chinese students have a shocking capacity for memorization but 10 of putting theories into practice. That's why those Chinese students have difficulty in studying abroad. Now many people agree that education should be made more American in China if the country wants to go further in economy and other fields.

- | | | |
|----------------|-----------------|---------------|
| A. further | B. choice | C. reforms |
| D. disrupt | E. incapability | F. practice |
| G. hinder | H. suicide | I. workloads |
| J. disciplined | K. foster | L. rooted |
| M. significant | N. implemented | O. creativity |

IV Short Answer Questions

Directions: Answer the questions in not more than 20 words. Your answer may be a word, a phrase, or a short sentence.

- When could a fresh pot be served if coffee was found run out according to this passage?
- What's the attitude of most Chinese people toward "quality education" policy?
- In the testing period, which exam is paid much attention to throughout the Chinese mainland?
- What's the public opinion about the weight given to testing in China?
- What's the traditional emphasis on China's education?

V Translation

Directions: Complete the sentences by translating the Chinese given into English.

- It is not only Western expatriates that _____ when hearing about students like Shelly.
 ↗ 变得焦虑
- Incapability of _____ affects the entire service sector.
 ↗ 发挥主观能动性

3. After _____ meetings, a fresh pot of coffee was brewed.
 ↗ 一系列
4. The "quality education" policy has _____ some changes.
 ↗ 造成
5. They point out that the _____ issue has yet to be altered.
 ↗ 潜在的

VI Questions for Discussion

1. Which kind of educational system do you prefer, Asian or Western? Give some reasons.
2. What are the advantages and disadvantages of China's educational system? Give some examples.

Part 2

Reading Skill

Retaining Concepts and Organizing Facts

Efficient reading demands more than simply remembering facts. It requires the reader to retain concepts and organize facts. A conscious reader must combine facts and ideas mentally, make generalizations, and gain greater insight and deeper understanding from all his reading. The combining process is made easier if he understands how facts and ideas are organized in writing.

An important point to remember is that writers often organize their supporting details according to some particular pattern. Their thoughts do not wander aimlessly; instead they are developed logically.

You may recognize the following five methods of organizing details:

1. Order of importance: When a writer wishes to place more emphasis on a particular supporting detail, he will use this organizational pattern.
2. Order of time: Time order, often called chronological order, is often used by historians, fiction writers, and journalists.
3. Order of spatial development: This is the order most frequently used in description. Details are arranged in the way they are seen from a particular advantage point so that the reader may follow the description easily.