

展望(Prospect)全国高等院校英语专业系列精品教材

英语阅读教程 第一册

段云礼 江治刚 主编

An English

Course 1

付外经济贸易大学出版社

niversity of International Business and Economics Press

英语阅读教程

第一册

An English Reading Course 1

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对外经济贸易大学出版社 中国・北京

图书在版编目 (CIP) 数据

英语阅读教程. 第1册/段云礼, 江治刚主编. 一 北京: 对外经济贸易大学出版社, 2012 ISBN 978-7-5663-0355-4

I. ①英… II. ①段… ②江… III. ①英语 - 阅读教学 - 高等学校 - 教材 IV. ①H319. 4

中国版本图书馆 CIP 数据核字 (2012) 第 143674 号

② 2012 年 对外经济贸易大学出版社出版发行版权所有 翻印必究

英语阅读教程 第一册 An English Reading Course 1

段云礼 江治刚 主编 责任编辑: 戴 菲

对 外 经 济 贸 易 大 学 出 版 社 北京市朝阳区惠新东街 10 号 邮政编码: 100029 邮购电话: 010-64492338 发行部电话: 010-64492342 网址: http://www.uibep.com E-mail: uibep@ 126.com

山东省沂南县汇丰印刷有限公司印装 新华书店北京发行所发行成品尺寸: 185mm×230mm 12.75 印张 270 千字 2012 年 9 月北京第 1 版 2012 年 9 月第 1 次印刷

ISBN 978-7-5663-0355-4 印数: 0 001 - 3 000 册 定价: 23.00 元

出版说明

"展望(Prospect)全国高等院校英语专业系列精品教材"由对外经济贸易大学出版社联合全国多所重点本科大学推出。教材根据针对全国本科院校英语专业设计,内容涵盖英语专业必修和选修课教学,包括基础技能、语言学、文学、文化、商务等方面,囊括当前我国高校英语专业所开设的大部分课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,为英语教学提供更多的选择。

展望系列教材在内容选材上反映了各个学科领域的最新研究成果,除了帮助学生 打下扎实的语言基本功外,在编写上更着力培养学生分析问题、解决问题的能力,并 提高学生的思辨能力和人文、科**持東京社会本组**康向上的人生观,使学生真正成为我 国新时代所需要的英语专门人才

教材选配 PPT 课件(网站下载),并根据教材自身特点选配教学参考书或者 MP3 光盘,建设立体化教学资源。本系列教辅资料请登录 http://www.uibep.com/下载。

对外经济贸易大学出版社外语图书事业部 2011 年 10 月

Preface

前言

根据教育部 2000 年 3 月颁布的由高等学校外语专业教学指导委员会英语组编写的《高等学校英语专业英语教学大纲》,我们编写了这套《英语阅读教程》,供高等院校英语专业基础阶段的一、二年级阅读课程教学使用。

《英语阅读教程》的特点突出表现在"精"和"泛"的有机结合、理论与实践相得益彰。

"精"和"泛"的有机结合主要表现在文章体裁、题材选取广泛而权威,时效性强,考查方式灵活多样,同时每个单元话题又相对集中,且每个单元的三篇文章中 Text A 设计为精读,Text B 设计为泛读,而 Text C 则选自当下更新的网络素材,旨在拓展相关话题的讨论,并提供相关百科背景。因此,通过相对完备的系统配置,可以全面考查和系统培养学生的综合阅读能力。理论和实践的相得益彰主要表现在相关语法理论(第一册主要讲词法,第二册主要讲句法并上升到篇章层面)和阅读技巧(以理论总结的样式出现)的添加(二者皆以英文出现),为以课堂实践为主的阅读能力培养提供了理论保证,并保证了理论的升华;然后,大量高信度、高效度练习题的设置,又为检验理论、实现理论的再升华提供了契机。此外,教程配套有辅导用书和幻灯片,可供多种教学方式选择使用。

学生可以通过使用本教程提升自身的英语综合阅读素质,提高阅读速度,增强对英语的感知力,扩充词汇量,扩展对英语民族文化和社会背景知识的认知,有助于把自身培养成新时代需要的复合应用型人才。

《英语阅读教程》共两册,供英语专业学生基础阶段一、二年级使用。每册 14 个单元,涉及英语国家的社会、政治、经济、文化、教育、文学、历史、宗教、体育、环境、风土人情、自然景观、科普知识等各个领域,兼具知识性、启发性和趣味性。

该教程由南开大学与天津科技大学两所高校经验丰富的一线优秀教师合作编写。由于时间 匆忙,加之水平有限,谬误难免,望各位读者不吝赐教并斧正。

> 段云礼 江治刚 2012年6月

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College Education



No one can become really educated without having pursued some study in which he took no interest. For it is part of education to interest ourselves in subjects for which we have no aptitude.

-T. S. Eliot



☐ I. Grammar basics (I): The grammatical hierarchy

According to John Dow, words, phrases, clauses, and sentences constitute what is called the GRAMMATICAL HIERARCHY. We can represent this schematically as follows:

sentences

consist of one or more...

clauses

consist of one or more ...

phrases

consist of one or more...

words

Sentences are at the top of the hierarchy, so they are the largest unit which we will be considering (though some grammars do look beyond the sentence). At the other end of the hierarchy, words are at the lowest level, though again, some grammars go below the word to consider morphology, the study of how words are constructed.

At the clause level and at the phrase level, two points should be noted:

- 1. Although clauses are higher than phrases in the hierarchy, clauses can occur within phrases, as we can see: The man who lives beside us is ill.
- 2. We've also seen that clauses can occur within clauses, and phrases can occur within phrases.

☐ II. Reading skills (I): How to read a text

We should always read any passage which is assigned at least twice: The first time concentrate on understanding what the passage is about in general. On our second reading, concentrate on the details and any questions which remain from our very first reading. Sometimes a third reading is necessary if the passage is particularly difficult.



Part II Reading Comprehension



Section A

Directions: You are required to read this section in class. Do not preview.



I. New words and expressions

1. survey: a set of questions that you ask a large number of people in order to find out about

- their opinions or behavior
- 2. altruistic: unselfishly concerned for or devoted to the welfare of others
- 3. **poll**: an attempt to find out what the public think about something, especially about a political subject, done by questioning a large number of people
- 4. objective: an aim that you are trying to achieve, especially in business or politics
- 5. **enroll**: to officially arrange to join in a school, university or course, or arrange for someone else to
- 6. **accumulate**: to gradually get more and more money, possessions, knowledge etc. over a period of time
- 7. incredible: very difficult to believe
- 8. **contribution**: something that you give or do in order to help something be successful
- 9. diverse: very different from each other
- 10. moral: connected with the principles of what is right and wrong behavior, and with the difference between good and evil
- 11. well off: having more money than many other people, or enough money to have a good standard of living
- 12. it follows: it must be true as a result of something else that is true
- 13. in the long run: later in the future, not immediately
- 14. **distinguish...from...**: to be the thing that makes someone or something different from other people or things



Why Go to College?

According to a *survey*, which was based on the responses of over 188 000 students, today's traditional-age college freshmen are "more materialistic and less *altruistic*" than at any time in the 17 years of the *poll*.

Not surprising in these hard times, the student's major objective "is to be financially well off. Less important than ever is developing a meaningful philosophy of life." It follows then that today the most popular course is not literature or history but accounting.

Interest in teaching, social service and the "altruistic" fields is at a low. On the other hand, *enrollment* in business programs, engineering and computer science is way up.

That's no surprise either. A friend of mine (a sales representative for a chemical

company) was making twice the salary of her college instructors the first year on the job—even before she completed her two-year associate degree.

While it's true that we all need a career, it is equally true that our *civilization* has accumulated an incredible amount of knowledge in fields far removed from our own and that we are better for our understanding of these other contributions—be scientific or *artistic*. It is equally true that, in studying the *diverse* wisdom of others, we learn how to think. More important, perhaps, education teaches us to see the connections between things, as well as to see beyond our immediate needs.

Weekly we read of unions who went on strike for higher wages, only to drive their employer out of business. No company; no job. How shortsighted *in the long run*!

But the most important argument for a broad education is that in studying the accumulated wisdom of the ages, we improve our *moral* sense. I saw a *cartoon* recently which shows a group of businessmen looking puzzled as they sit around a conference table; one of them is talking on the intercom: "Miss Baxter," he says, "could you please send in someone who can *distinguish* right *from* wrong?"

From the long-term point of view, that's what education really ought to be about.

9	Words: 347	
Ó	Time:	

(Adapted from CET-4 paper of Jan. 2003)

T	the following		simala tha	latter at	Cale a boot	MACHIAN
ror each of	the following	questions,	circie ine	ieiier oj	ine vesi	unswer.

- 1. According to the author's observation, college students _____.
 - A. have never been so materialistic as today
 - B. have never been so interested in the arts
 - C. have never been so financially well off as today
 - D. have never attached so much importance to moral sense
- 2. The students' criteria for selecting majors today have much to do with _____.
 - A. the influences of their instructors
 - B. the financial goals they seek in life
 - C. their own interpretations of the courses
 - D. their understanding of the contributions of others
- 3. By saying "While it's true that...be they scientific or artistic" (Lines 1-3, para. 5), the author

	means that	<u>.</u> .		
	A. business managem	ent should be included	l in educational program	ıs
	B. human wisdom ha	s accumulated at an ex	traordinarily high speed	
	C. human intellectual	development has reac	hed new heights	
	D. the importance of	a broad education shou	ald not be overlooked	
4.	Studying the diverse	wisdom of others can	·	
	A. create varying arti	stic interests		
	B. help people see thi	ings in their right persp	ective	
	C. help improve conn	nections among people		
	D. regulate the behav	ior of modern people		
5.	Which of the following	ng statements is true ac	cording to the passage?	
	A. Businessmen abso	orbed in their career are	narrow-minded.	
	B. Managers often fir	nd it hard to tell right fi	rom wrong.	
	C. People engaged in	technical jobs lead a n	nore rewarding life.	
	D. Career seekers sho	ould not focus on imme	ediate interests only.	
8	2		*	
	III. Vocabulary	Building		
1.	Vocabulary and Stru			
		expression that best con	-	
1)	No doctors could cur	re the patient	his strange disease.	
	A. with	B. of	C. from	D. off
2)	He was h	nis wits' end what to do) .	
	A. in	B. on	C. at	D. of
3)	Prior his	departure, he addresse	d a letter to his daughte	r.
	A. to	B. of	C. in	D. from
4)	The driving instructor	or told me to pull	at the post office.	
	A. up	B. back	C. round	D. along
5)	When there's a doub	t, the chairman's decis	ion is	
	A. right	B. definite	C. fixed	D. final
6)	We can rely on Willi	am to carry out this mi	ssion, for his judgment	is always
	A. unquestionable	B. sound	C. subtle	D. healthy
7)	The noise of the plan	ne died in t		
	A. away	B. out	C. down	D. off

8)	Hospital doctors don	't go out very often as	their work a	all their time.
	A. takes away	B. takes in	C. takes over	D. takes up
9)	Attendances at footba	all matches have	since the coming	of television.
	A. dropped in	B. dropped down	C. dropped off	D. dropped out
10)	After the death of the	ir parents, the sisters g	ot well and	never quarreled.
	A. away	B. in	C. along	D. out
11)	They always give the	vacant seats to	comes first.	
	A. who	B. whom	C. whoever	D. whomever
12)	Advertising is disting	guished from other fo	rms of communication	the advertiser
	pays for the message	to be delivered.		
	A. in that	B. in which	C. in order that	D. in the way
13)	He is of a	n actor.		
	A. anybody	B. anyone	C. somebody	D. something
14)	The captain apologiz	ed to tell u	s more about the accide	ent.
	A. for to be unable		B. that he was unable	
	C. to be unable		D. for being unable	
15)	is no reaso	on for discharging her.		
	A. Because she was a	few minutes late		
	B. Owing to a few m	inutes being late		
	C. The fact that she v	vas a few minutes late		
	D. Being a few minu	tes late		
16)	Music often	_ us of events in the	past.	
	A. remembers	B. memorizes	C. reminds	D. reflects
17)	If I take this medicin	e twice a day it should	my cold.	
	A. heat	B. cure	C. treat	D. recover
18)	I could just see a car	in the distance, but I co	ouldn't wha	t colour it was.
	A. make out	B. look to	C. look out	D. take in
19)	I could tell he was su	rprised from the	on his face.	
	A. appearance	B. shock	C. look	D. sight
20)	The toy boat turned of	over and sank to the _	of the pool.	
	A 1	B. depth	C. ground	D. bottom
	A. base	B. deptil	C. ground	D. bottom

2. Cloze

Fill in each blank with one of the four choices marked A, B, C and D.

	The task of being a	accepted and enrolled	(招收) in a universit	y begins early for some	
stude	students. Long 1) they graduate from high school. These students take special 2) to				
prep	are for advanced stud	ly. They may also take	one of more examinat	ions that test how3)	
prep	ared they are for the	university. In the fina	al year of high school,	they 4) applications	
and	send them, with their	student records, to th	e universities which the	ey hope to5) Some	
high	school students may	be 6) to have an	n interview with represe	entatives of the university.	
Neat	ly, <u>7)</u> , and usua	ally very frightened, t	hey are <u>8)</u> to sho	w that they have a good	
attitu	ide and the 9) to	o succeed.			
	When the new studen	ts are finally 10,	there may be one more	step they have to 11)	
befo	re registering for class	ses and12) to w	ork. Many colleges and	universities 13) an	
oriei	ntation (情况介绍) p	rogram for new stude	nts. 14) these pro	grams, the young people	
get t	o know the(5)	for registration and st	udent advising, univers	ity rules, the 16 of	
the l	ibrary and all the othe	er 17) services of	f the college or universi	ty.	
	-			more knowledge students	
have	the school	, the easier it will be	for them to20)_	to the new environment.	
		get used to college life			
1)	A. as	B. after	C. since	D. before	
2)	A. courses	B. disciplines	C. majors	D. subjects	
3)	A. deeply	B. widely	C. well	D. much	
4)	A. fulfill	B. finish	C. complete	D. accomplish	
5)	A. attend	B. participate	C. study	D. belong	
6)	A. acquired	B. considered	C. ordered	D. required	
7)	A. decorated	B. dressed	C. coated	D. worn	
8)	A. decided	B. intended	C. settled	D. determined	
9)	A. power	B. ability	C. possibility	D. quality	
10)	A. adopted	B. accepted	C. received	D. permitted	
11)	A. make	B. undergo	C. take	D. pass	
12)	A. getting	B. putting	C. falling	D. sitting	
13)	A. offer	B. afford	C. grant	D. supply	
14)	A. For	B. Among	C. In	D. On	
15)	A. processes	B. procedures	C. projects	D. provisions	
16)	A. application	B. usage	C. use	D. utility	
17)	A. major	B. prominent	C. key	D. great	
18)	A. amusing	B. misleading	C. alarming	D. confusing	

19) A. before B. about C. on

C. on

D. at

20) A. fit

B. suit

C. yield

D. adapt



Directions: In this part, you will have 10 minutes to go over the passage quickly and answer the questions. Do not preview.



The True Story of a Young Man

When Reginald Lindsay received a scholarship to Morehouse College in Atlanta, Georgia, what he wanted most was a good job with a good salary. But soon he became interested in the civil rights movement. At present he has a plan which he hopes will take him to Congress as a southern representative.

Now in his first year at Harvard Law School, Reg is making careful plans. After earning his degree, he expects to return to the South to practice law among the poor. "I want to help them understand what their rights are and to help them achieve them," he says. Then he hopes to run for political office at the local and state level until he is ready to try for Congress.

Reg grew up in a low-income Negro section of Birmingham, Alabama. Brought up by his grandparents after his parents were divorced while he was very young, Reg has been living through a period of far-reaching progress in race relations. In the summer of 1968 Reg himself became a good example of this progress when he became the first Negro student appointed to a special new program. The program introduces bright young students to the workings of the Georgia State government and encourages them to seek employment there after finishing their education. "I've been lucky," he says. "I seem to have been in the right place at the right time."

But luck is only part of Reg's story, for he has made the most of opportunities that came his way. He learned to read in kindergarten and began visiting the public library regularly to borrow books. His grandparents encouraged him, though neither of them had much education, and they bought him a set of encyclopedias. "I loved those books," he

remembers. "I used to come downstairs before breakfast and read short articles. I enjoyed reading about famous men, and then I would pretend to be one of them. I guess it was partly a childish game and partly an escape. It wasn't too much fun to be a Negro when I was a kid."

While studying for his bachelor's degree at Morehouse College, Reg worked on several political campaigns helping candidates get elected to government offices. At the same time he maintained a "B" average while majoring in political science. He worked as a student advisor to earn extra money for his college expenses, and he was granted a scholarship for a year of study at the University of Valencia in Spain.

With just two more years to complete at Harvard Law School, which also gave him a scholarship, Reg has made a good start on his professional career. He says, "The good life for me is the kind of life where I can find satisfaction in public service."

9	Words: 468
0	Time:

(Adapted from Unit 2, College English Fast Reading 2)

Comprehension Exercises

Do the following statements agree with the information given in the text?

	For the questions, mark		
	Y (for YES)	if the statement agrees with the information given in the text,	
	N (for NO)	if statement contradicts the information given in the text;	
	NG (for NOT GIVEN)	if the information is not given in the text.	
1.	When Reginald	Lindsay received scholarship to Morehouse College, he wanted to	
	get a good job with good p	ay.	
2.	While studying	at Morehouse College, Lindsay also took an active part in the civil	
	rights movement.		
3.	We learn from the passage that Lindsay had well-educated grandparents.		
4. Lindsay felt that pretending to be a famo		at pretending to be a famous person was a way to escape from the	
	realities of life.		
	Complete the sentences be	low using a word or words from the text.	
5	To help pay his expenses at	Morehouse College, Lindsay also worked as a	