READING BEAUTIFUL ENGLISH BOOK 2

主 编 王尚阁 副主编 张玉珍 韩西苗



Reading Beautiful English Book 2

主 编: 王尚阁

副主编: 张玉珍 韩西苗 编 者:(按姓氏笔画排序)

马庆霞 王亚南 王 侃 卢璨璨 许丽云 孙丽娜 曲明姬 张艳艳 杨建道 赵永刚

董 芳 腾智敏



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主 编 王尚阁

副主编 张玉珍 韩西苗

编 者 (按姓氏笔画排序)

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根据教育部 2000 年颁布的《高等学校英语专业英语教学大纲》,针对新世纪英语习得者需要进一步扩大知识面和增强英语阅读水平的要求,我们组织长期从事一线教学的中、外籍教师,历经 7 年的艰苦努力,编写了 BEAUTIFUL ENGLISH (《魅力英语》) 系列教材。其中的 SPEAKING BEAUTIFUL ENGLISH (《魅力英语——口语》),已于 2010 年 9 月由河南大学出版社出版。本套称作 READING BEAUTIFUL ENGLISH (《魅力英语——阅读》),供高等院校本科一、二年级英语阅读课教学使用,我们请中国人民大学出版社出版。

阅读本身是美丽的,而美丽的素材无疑会使读者感到赏心悦目、爱不释手。READING BEAUTIFUL ENGLISH 正在尝试探求阅读的真谛,读者在此能够感知到的不仅仅是语言的魅力。本套教材大大缩小了课堂教学与现实生活的距离,独特、新颖、创新而又实用;它信息量大、趣味性强、追求本真、启迪人性。

就"Reading"而言,它提供全面而系统的英文阅读技巧、阅读材料和习题训练,引导学生系统地掌握多种阅读方法,快速而准确地获取有效信息,并通过习题来培养判断、归纳、推理等逻辑思维能力。其题材十分广泛,内容涉及教育、文化、经贸、科技、医药、环保、法律、军事、历史、旅游、休闲、传记、文学及社会热点等各个领域;其文体也呈现多样性,既有记叙、说明、议论和描写,又有新闻、广告、菜单、产品说明等现实社会无处不在的应用文体。

就"Beautiful"而言,它形式设计灵活多样,从整体内容到局部细节都力求精益求精,严谨中含意趣,活泼中见真情。它既涵盖当代大学生广泛关注的社会现象和社会热点,又涵盖中西方文化、社会礼仪和风土人情等各个领域。它大胆思维、破旧立新,既帮助学生亲身体验原汁原味、形式多样的英语素材,增加对英语国家社会文化等方面的全方位了解,还可以切实提高他们的英语阅读速度和理解能力,增强英语语感,享受不同文化所带来的肺腑之浸,进而逐步在人生关键而又美丽的时刻健全人格、领悟人性。

READING BEAUTIFUL ENGLISH 全套共四册,每册十六个单元,按照阅读方法分编成组。每个单元分为三个模块。结构如下:

(一)第一模块:导入语部分

此部分包括文字说明和图片说明。其中文字说明是对整个单元所涉及的领域或话题的一个总体介绍,而图片说明则鲜明地反映出该单元所涉及领域的突出特点。

(二)第二模块:包括三个部分,即Section A、B和C

Section A 和 Section B 为课堂教学使用,通常不要求学生预习。Section C 是补充阅读部分,一般不要求课堂讲解。

Section A 是课堂讲解的主体内容。此部分包括一篇阅读文章。四册中此部分的阅读文章难易程度由浅入深,篇幅长度由第一册的 650 词左右逐渐增加到第四册的 1 300 词左右。阅读文章后的背景知识包括概念或术语的解释、作家或者文化现象的简介。

Section B 是三个部分中实用性最强的一部分,也是形式最为灵活多样的一个部分,包括图片、文字、真实海报、药品或化妆品说明书,甚至是菜单或者广告。此部分一般包括三到五篇话题相近但又有不同讲解点的、字数控制在 300 词以内的实用小短文。四册中此部分的阅读文章按照难易程度由浅入深地编排。

Section C 是 Section A 和 Section B 主题或话题的深化或者延伸,是课后自主学习和自我测试部分。此部分包括一篇阅读文章,其篇幅长于 Section A,难度也高于 Section A。

三个部分的习题设置与本单元着重练习的阅读技巧相匹配。各类题型在四册书中各有侧重,旨在测试学生的阅读理解能力和实际操作及应变能力。三个部分的阅读最好在建议阅读时间内完成,但教师也可以根据学生的具体情况对阅读时间进行适当的调整。

(三)第三模块: Coffee Break

每个单元最后是一个新颖的部分,即"Coffee Break"。此部分或是世界名著摘句,或是名人语录,或是幽默短篇,或是谚语习语,抑或是回文诗、回文句,甚至是文字游戏、脑筋急转弯等。此部分也是本教材跟其他类似教材的不同之处。

另外,READING BEAUTIFUL ENGLISH 以阅读技巧为主线,循序渐进地、系统地介绍各种阅读技巧。第一册重点讲解 Context clue to word meaning,Word-formation,Skimming,Scanning和 Denotation and connotation 五个阅读技巧。第二册重点讲解 Long and complicated sentences,Finding out the main idea,Reading between the lines,Distinguishing facts from opinions,Understanding of figurative languages 五个阅读技巧。第三册重点讲解 Type of comprehension questions,Distinguishing topics from main ideas,Distinguishing main ideas from details,Understanding of idiomatic expressions四个阅读技巧。第四册重点讲解 Reading as a group,Paragraph patterns,The writer's purpose in writing the article,Taking notes and outlining四个阅读技巧。同一个阅读技巧将连续在几个单元内反复训练,以便让学生真正掌握、运用自如。通过这一系列的阅读技巧的讲解和训练,不仅能够提高学生的阅读理解能力和逻辑思维能力,还能提高学生对文本的鉴赏能力。

最后, READING BEAUTIFUL ENGLISH 给出了两个必要的附录,常用词缀表、单词表。常用词缀表中的词缀是一些常见的前、后缀,也适当添加了一些构词法,以帮助学生掌握大量的词汇。单

词表中的单词是针对 Section A 的文章列出的,单词参照《牛津高阶英汉双解词典》给出英文解释 (个别专用词汇或术语除外)。附录中每个单元的单词表按照字母顺序排列。习题的参考答案另外单独提供。

我在此不得不提的是, READING BEAUTIFUL ENGLISH 充分利用中外图书和各大权威网站,为读者提供了丰富而又美丽的阅读材料,穿插了大量的相关图片,合理调整了文章的布局,读来令人耳目一新。我真诚地感谢我们参考的所有图书和网站。没有它们,此书也就无所谓 beautiful 了。

我还要郑重感谢郑州大学西亚斯国际学院创办人陈肖纯先生、西亚斯国际学院所有学校领导、西亚斯国际学院外语系全体同仁,尤其是杨广俊教授、刘榜离教授、王鲜杰教授、李睿老师、齐召红老师,外籍专家 Garry Todd、Neithan Groof 和 Greg Funnel。没有他们的支持和指导,本套教材将无法结集出版。

西亚斯国际学院英语系 2009 级、2010 级 4 个本科班试用了本套教材,为我们获得反馈、修改、提高直至出版作出了至关重要的贡献。

我最不能忘怀的是和我一起直接参与本套教材编撰工作的十几名一线教师。他们有的是中国高校英语教学与研究大师的高徒,有的是国外知名学府的归国学者;在不影响正常教学和科研的前提下,他们把自己不同的学术背景和宝贵的教学经验,毫无保留地、艺术地融合在一起,勤奋地、专业地投放到此套教材当中。没有他们,我们肯定无以成书。我向他们对中国高等教育的至爱、思考乃至探索致敬!

编写过程中难免出现错误,恳请专家和同行不啬赐教;rbe2008@163.com 时刻等待着您。

王尚阁 2011年8月于郑州



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Finding Out the Main Idea

Finding out the main idea is an important comprehension skill for students. But it is a difficult one. While reading, we should find out the main idea not only of a sentence, a paragraph, but also of the whole text. Only after having a good knowledge of the major information of different language structures, can we have a better understanding of the text.

Finding out the main idea of a sentence

Although a sentence may give a great deal of information, it usually offers one key idea. Readers must be able to find the key idea in order to understand the meaning of the sentence clearly. Here is how to find key ideas in sentences:

- 1. Ask who or what the sentence is about.
- 2. Ask what the person or object is doing or what is happening to the person or object.
- 3. Learn to separate minor details from the main idea. Many words in sentences describe things about the subject of the sentence and merely add details around it. If you ask when, what kind, where or why, you will find details. As a result, it is easier to see the key idea.

Finding out the main idea of a paragraph and the whole text

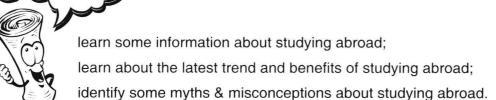
A paragraph is a group of sentences about the same idea, subject or topic. In order to understand the major information you are reading, you must know what the main idea of the paragraph is. Students are often wrongly taught that the main idea is the first sentence in a paragraph. This is not always the case, especially when authors are using the first sentence to catch the readers' attention with an interesting fact or a question.

Here are some more points for you to consider when you are looking for the main idea of a paragraph:

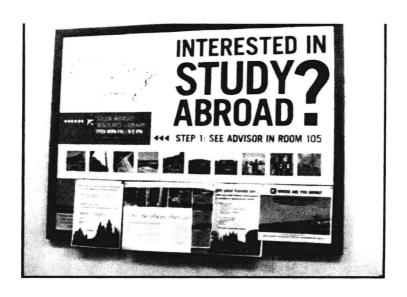
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- 1. The main idea of a paragraph may be clearly stated or may be only implied or suggested. For the present we are only concerned with the main idea of a paragraph which is clearly stated. We are not going to deal with the paragraphs whose main ideas are implied or suggested.
- 2. The main idea may be stated anywhere in a paragraph: at the beginning of a paragraph, in the middle of a paragraph or at the end of a paragraph.
- 3. Very often one sentence in a paragraph tells the readers exactly what the main idea is. To pick up the main idea, sometimes we can just choose one complete sentence in the paragraph or sometimes we have to write a sentence to summarize the main idea of a paragraph.

Education—Study Abroad



In this unit you will:



Section (A



Before Reading

- 1. How much do you know about studying abroad?
- 2. Have you ever thought about studying or working overseas?
- 3. What do you think about studying overseas, a benefit or a challenge?

Consider Studying Abroad

By Robert H. Miller

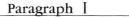
A growing number of colleges are offering outreach through study-abroad programs, normally taken sometime during the junior year. You can expand your understanding of other societies and cultures by spending several weeks, a semester, or even an academic year studying overseas for credit. Although this type of study is an additional expense, scholarships are often available to help you with the costs.

An overseas study or work experience can help you:

- master a foreign language;
- enhance your marketability in the workforce and expand your personal experience;
- gain a fresh perspective on future goals;
- develop a global perspective that can help you better understand the big world around you;
- gain comfort and confidence in problem-solving and interacting with others.

Deciding to spend a semester or year abroad or not is a personal choice, driven by your own wants and needs and your feelings about the experience you're having on your college campus.

If you're interested in going abroad, you'll need to do a lot of work and planning to ensure that your time overseas is both successful and recognized by your home college or university. To that end, there are a few important things to consider.



First, you should be aware that most study-abroad programs that award course credit for your work will require you to have taken two years of college-level instruction in the foreign language in which your curriculum will be delivered overseas—or to otherwise be able to demonstrate proficiency in that language. Thus, if a year abroad is in your college plans, you must think ahead

and ensure that you attain proficiency in the language of your host country no later than the end of your sophomore year in college.

Paragraph II

You should realize that most colleges and universities have a Junior Year Abroad (JYA) Committee that oversees students' applications to various overseas programs, coordinates arrangements, and makes determinations about the portability of course credit from those programs back to your original school. If you're interested in going abroad during your junior year, attend the information sessions provided by your college's JYA Committee and apprise yourself of the deadlines governing your application to foreign study programs.

At most schools, interested students must actually apply to the JYA Committee for permission to go abroad, in addition to applying separately to the overseas program(s) they intend to attend. This application package will typically require the following: a generic application form and a personal statement outlining your proposed course of study, an authorization from the department head or director of undergraduate study in your major, a certification that you're carrying at least the designated minimum GPA to go overseas, proof of your proficiency in the language of your host country, and proof of acceptance into a program recognized by your college or university.

Paragraph III

Don't dismiss the idea of going because of money. Financial aid is available from a variety of sources including your college, local organizations, and special scholarships for overseas study. Even some federal and state financial aid may be applied to the costs of these programs because you'll be earning course credit for the experience. Before you make any commitments, check with your financial aid office or have your JYA Committee work with your financial aid office to assist you.

Paragraph IV

Before you will be allowed to go abroad, you'll need to have an up-to-date passport and, for many countries, a schedule of your inoculations. If you're seriously considering time abroad, don't wait until the last minute to gather these required documents—as it can take six to eight weeks to get your passport back if it needs renewal.

Paragraph V

For those of you looking to go abroad in the fall term of your junior year, your applications to these programs are typically due in March of your sophomore spring. For those of you looking to go abroad in the spring term of your junior year, the application deadline is usually in mid-October of your junior year. This of course presupposes that you have already conducted your own independent research and identified and applied to the program(s) overseas that you would like to attend.

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If you're wondering how you're supposed to identify such programs—don't panic. Your college or university probably has a study abroad office (or something similar) that gathers reams of data on all the programs that your college will recognize for course credit. Approved study abroad programs typically fall into two categories: (1) programs sponsored by colleges and universities in the United States and (2) programs that involve your direct enrollment as a "visiting student" in a foreign university.

Other resources include:

- The Internet: Do some research online to find a program that suits your needs. Many colleges offer their own programs or work through organizations such as the College Consortium for International Studies.
- **Upperclassmen:** Ask your dean or JYA Committee for the names of upperclassmen who studied abroad—preferably in the programs or at least in the country you're considering. Obviously, firsthand feedback is the best preparation for what to expect.

Total words: 857 words
Suggested reading time: 9 mins Total reading time:



- □ Robert H. Miller: Robert H. Miller graduated from Yale University in 1993 and from the University of Pennsylvania Law School, where he was senior editor of the *Law Review*, in 1998. He is presently a trial lawyer at Sheehan, Phinney, Bass & Green in Manchester, New Hampshire, where he specializes in intellectual property and commercial litigation. He is the author of the critically acclaimed grad school preparatory books *Law School Confidential*, *Business School Confidential*, and the hot new college preparatory book *Campus Confidential*.
- ☐ GPA (grades/education): Grades are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, E or F), as a range (for example 1.0–4.0), as descriptors (excellent, great, satisfactory, needs improvement), in percentages, or, as is common in some post-secondary institutions in some countries, as a Grade Point Average (GPA). The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants. A

Cumulative Grade Point Average is a calculation of the average of all of a student's grades for all semesters and courses completed up to a given academic term, whereas the GPA may only refer to one term.



	Do the following sta	atements agree with the views of the writer in this passage?			
	T (TRUE)	if the statement agrees with the writer			
	F (FALSE)	if the statement contradicts the writer			
	NG (NOT GIVEN)	if it is impossible to say what the writer thinks about this			
() 1. You can get a bette	er understanding of other societies and cultures by studying abroad.			
() 2. Your home college or university decides whether you could spend a semester or year abroad.				
() 3. Your time studying	overseas will definitely be recognized.			
() 4. Two years of college-level instruction in the language of the host country is needed to acquire course credit while studying overseas.				
() 5. You should offer your TOFEL grade to show proficiency in the language of the host country.				
() 6. Most colleges and universities have a Junior Year Abroad (JYA) Committee that makes determination about the possibility of credit exchanging.				
() 7. It is hard but still p	ossible to apply for some federal and state financial aid.			
() 8. A latest passport and a schedule of your inoculations are needed when you are allowed to go abroad.				
() 9. For those looking to go abroad in the spring term of your junior year, the application deadline is usually in mid-October of your sophomore year.				
(iniversity probably has gathered data on all the programs that your nize for course credit.			
<u>(</u>		wer to each of the following questions. For each of them there are d A, B, C, and D. You should decide on the best choice.			
() 1. Benefits of studyin	g or working overseas include the following except			
	A. growth	B. career development			

C. foreign la	anguage learning	D. living standard			
() 2. To make your time overseas successful and recognized, you should					
A. master a	A. master a foreign language				
B. make full	l preparations ahead				
C. attain a s	cholarship				
D. have a pa	assport and a schedule	of your inoculations			
() 3. An applicati	on package usually rec	quires			
A. an application form and GPA certification					
B. proof of language ability and acceptance recognized by your university					
C. an author	rization				
D. all of the	above				
() 4. The best time to apply to study overseas is due in					
A. March of your sophomore spring					
B. the spring term of your junior year					
C. mid-October of your junior year					
D. no accura	ate answer				
() 5. Which of the	e following is the best	source to find an overseas study program?			
A. The Inter	net.				
B. The study	y abroad office.				
C. The JYA (Committee.				
D. Uppercla	D. Upperclassmen.				
Match the d	efinitions in colun	nn B with the terms in column A.			
A	1	3			
1. attain	a. a way of regarding	situations or topics, etc.			
2. appraise	b. recognition by a c	ollege or university that a course of studies has been			
	successfully comple	eted			
3. credit	c. to gain with effort				
4. perspective	d. to stop to consider				
5. proficiency	e. to consider in a con	mprehensive way			
6. dismiss	f. the quality of havin	ng great facility and ability			

W Choose the most suitable heading for each of the paragraphs from the list of headings below. There are more headings than paragraphs, so you will not use all of them. You may use any heading more than once.