

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 1 — 2 册 辅导用书

An English Reading Course 1 — 2
Reference Book

主编 段云礼 江治刚



对外经济贸易大学出版社

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“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、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

本系列教材的作者为中的学科带头人和一线优秀教师，教材充分体现了当今大学英语专业教育的发展方向和水平。具体书目包括《基础英语教程 1-4》、《英语听力教程》、《英语口语教程》、《英语视听说》、《英语阅读教程 1-2》、《英汉/汉英口译基础教程》、《大学英汉翻译教程（第三版）》、《大学汉英翻译教程》、《英语写作》、《学术类论文写作手册（第三版）》、《经贸英语文章选读》、《经贸英语翻译》、《经贸英语口译》、《商务英语写作》、《跨文化交际》、《国际商务礼仪》、《英美国家概况》、《英国文学简史》、《美国文学简史》、《英美文学作品选读》、《实用英语文体学教程》、《英语语言学教程》、《英美报刊高级阅读教程》等。

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 则主要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）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，扩充单词量，扩展对英语民族文化和背景知识的认知，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

Contents

目 录

How to Learn College Reading Successfully

- Unit One Remarks by Teachers for Students
- Unit Two Stages of Reading
- Unit Three Vocabulary
- Unit Four Main Idea
- Unit Five Supporting Details and Organizational Patterns
- Unit Six Efficient Reading
- Unit Seven Analytical Reasoning
- Unit Eight Inference
- Unit Nine Critical Thinking
- Unit Ten Test-Taking Strategies

Book One

- Unit One College Education
- Unit Two Campus Life
- Unit Three Pursuit of Dreams
- Unit Four Hobbies and Interests
- Unit Five Tourist Attractions
- Unit Six Travel
- Unit Seven How to Succeed in Life
- Unit Eight Celebrity Anecdotes
- Unit Nine Animals
- Unit Ten Sports
- Unit Eleven Marriage
- Unit Twelve Attachment Between Children and Parents

Unit Thirteen Culture

Unit Fourteen The Development of Business

Book Two

Unit One Language Acquisition

Unit Two Education

Unit Three Food and Health

Unit Four Environment

Unit Five Computers

Unit Six Social Life

Unit Seven Customs

Unit Eight Living Experience

Unit Nine International Situation

Unit Ten Economy and Development

Unit Eleven Foreign Affairs

Unit Twelve Religion

Unit Thirteen Wars

Unit Fourteen Space Exploration

参考书目

How to Learn College Reading Successfully



Unit One

Remarks by Teachers for Students



I. Think Success

Are you mentally ready to go to college? Do you have a desire to achieve? Have you set goals for yourself, and are you ready to plan for achieving these goals? College life and college work are fun, but they require **extra effort**. Begin by cultivating an attitude for success.

Most of our textbooks focus on strategies for reading college texts. Before you concentrate on the books, however, take a look at yourself and your dreams. You are now shaping your future. To become a winner, and reap the rewards, you must first think like a winner. Studies show that not only do college graduates enjoy more social and self-esteem benefits, but they also earn more than those with only high school diplomas. So working on yourself can be as important as working on the books.

1. Set Goals

Entering college is a major turning point in life. College offers freedom, variety, and increased responsibility. **Success in college requires a commitment of time, money and energy. College is an investment in the future that requires sacrifice at present.**

Build a team of caring people to support you as you go after your goals. Begin with your instructor and do as you are told in the book. Share your dreams, enthusiasm, and anxieties in order to build a learning partnership and strengthen your determination. This partnership will be only as strong as each of you allows it to be. Your instructor is not a mind reader, so reveal who you really are. Move beyond the academic respond to questions regarding your habits, responsibilities, joys, and stresses. Your instructor wants to know you as a person and wants to help you be successful.

2. Create a Positive Attitude

Your dreams are your goals. Hold them in corner of your mind as you go through college. On rough days, think of the dreams and picture the excitement of achieving your goals. Imagine your graduation celebration and think about those who will join the fun. Allow your dream to renew your enthusiasm and keep you focused on your goals. Let motivation overshadow your anxieties. Program your mind to think of success. Don't worry about why something *cannot* be done. Instead, think about what how it *can* be accomplished. What you think of yourself determines what you will become.

3. Seek Excellence

All of us would like to do well. Some people, however, set higher goals and eventually achieve more than others. What explains the difference? In his book *CEO of Self: You're in Charge!* Herman Cain explains that having a dream is one of the first steps to achieving success.



II. Plan for Success

A business maxim known as Parkinson's law states that work expands to fill the time available for its completion. Have you ever had all Saturday to finish an assignment and found that it did in fact take all day, whereas if you had planned to finish it in four hours, you probably could have done so?

Time is limited, and everyone has only twenty-four hours in a day, even the president of the United States. Does the president get more work done than we do? The key to success is to plan and use minutes and hours wisely. Establish a routine and stick to it. Plan for both work and play.

1. Plan for Week

Organize yourself every week. Project your schedule for next week and put it on the following time chart. Be specific about each item and note what you anticipate studying when listing a study time. Be realistic about your activities and plan recreation as well as work time.

The majority of your activities will remain routine. Be honest with your self and never pretend that you are going to be studying and the not live up to your expectations.

Lay out your life the way you would like to live for the week, then stick to the plan. At the beginning of each week, adjust your plan for any changes that you foresee. Use the weekly schedule as a goal.

WEEKLY TIME CHART

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

2. Study the Syllabus

On the first day of class almost every professor distributes a syllabus that outlines the goals, objectives, and assignments for the entire course. The syllabus includes examinations dates and an explanation of the grading system. Depending on the professor, the syllabus may be a general overview or a more detailed schedule of each class session. Keep your syllabus for ready reference; it is your guide to the professor's plan for your learning. Sophisticated students do not use time to ask questions about tests dates or details that they could find by looking at the syllabus.

3. Use a Calendar to Decode a Syllabus

Students who just glance at the course syllabus might think there is no immediate assignment because the first test is four weeks away. Wrong! These students will find themselves falling behind by the second class session because of their "slow start" or "no start" strategy.

Avoid this pitfall. As soon as the course begins, use your calendar along with the syllabus to divide your work according to the days and weeks of the course. Be cautious of unlimited freedom; it could become the freedom to fail.



III. Act Successful

Successful people share certain observable characteristics. Study those characteristics and adopt the accompanying successful behaviors.

1. Attend class: assume some of the responsibility for your class sessions.
2. Be on time for class.
3. Be aware of essential class sessions.
4. Be equipped for success: be prepared, organized and ready to learn.
5. Mark your text: get the most from your books and use them as learning tools.
6. Communicate with your instructor: don't be an anonymous student.
7. Review your lecture notes: do it within 24 hours after each class session.
8. Network with others: use the other students in the classroom as learning resources.
9. Collaborate to divide work: find a "study buddy" to share the work.
10. Look at an "A" paper: when exams are returned, always find out the correct answers.
11. Use technology to communicate without wasting time
12. Consider a tape recorder: if you need audio reinforcement, try using it.
13. Always overprepare the first exam.
14. Watch videos or DVDs: visual learning is powerful.
15. Predict exam questions.
16. The Internet can always help a lot.



Summary

※ How can you mentally prepare for college success?

Think like a winner. Formulate a dream that you turn into reality. Create the self-image of a star. Believe in your possibilities, and feel "born to win".

※ How can you use a To Do List as a planning tool?

List daily goals, set priorities, check off your accomplishments, and relist items that were not achieved.

※ How do you use a calendar to decode your syllabus?

Use your daily calendar to list your test dates, papers, and projects. Divide weekly homework into manageable units and list as daily and weekly learning goals. Decode your syllabus on the first day and keep it for ready reference.

※ How can you make class time more beneficial and meaningful?

Arrive on time and participate in making it successful. Take responsibility and contribute to class discussions.

※ Why mark your text book?

Use it as a learning tool by marking the information that you need to know later.

※ How can other students help you learn?

Talk to them about class assignments. Ask someone to be your study buddy. Review lecture notes with them and ask questions. Ask to read the papers of top-scoring students. Use the technology for efficient communication.

Unit Two

Stages of Reading



I. What is the Reading Process?

In the past, experts thought of reading process as a *product*. They assumed that if you could pronounce the words fluently, you would automatically be able to comprehend. Instruction focused on practicing and checking for the correct answers rather than on explaining comprehension skills. Newer approaches, by contrast, teach reading comprehension as a *process* in which you use your understanding of different skills and stages to achieve an understanding of the whole. Students are now taught how to predict upcoming ideas, activate existing knowledge, relate old information with now, form a main idea, and make inferences.



II. Stages of Reading

Good reading is divided into three thinking stages:

- **Before reading:** *Preview* to find out what the material is about, what you already know about the topic and what you need to find out while reading.
- **During reading:** *Anticipate* upcoming information, visualize and integrate old and new knowledge, and assess your own understanding in order to make judgments.
- **After reading:** Recall and react to what you have learned.

During the past fifty years, many experts have devised study skills strategies that break these three thinking stages into small steps. A historical example is SQ3R, which was devised by Francis p. Robinson at Ohio State University. The letters stand for Survey, Question, Read, Recite, and Review. Any such system can be successful, but all are designed systematically to engage the reader in thought *before*, *during* and *after reading*.

1. Stage One: Previewing

Previewing is a method of assessing the material, your knowledge of the subject, and your goals for reading. Try to connect with the topic and get an overview of the assignment before starting on the first paragraph. At the beginning of each new course, preview the table of contents of your new textbook to get an overview of the scope of the material. Before reading a chapter, use the signposts such as subheadings, boldface or italic type, and summaries to anticipate what you will be reading.

Signposts for Previewing: Consider the following typical features of college textbooks when previewing.

- **Introductory material.** For an overview of a whole textbook, read the table of contents and the preface. The first highlights the book's contents, and the second gives the author's perspective on the subject. Many texts have a detailed outline that serves as a table of contents for each chapter. Others list probing questions that are answered in each chapter, or they begin with a summary of the chapter. Regardless of the specific feature provided, be sure to read the material to anticipate the content.

- **Learning Questions.** Many textbook chapters start with questions designed to heighten your interest and stimulate your thinking. Such questions directly relate to what the material covers and thus help you set goals.

- **Title.** The title of a book, chapter, or article is the first clue to its meaning. Some titles are designed to be clever to attract attention, but most try to communicate the important thought in the text. Identify the *who*, *what* or *why* of the title to anticipate the content of the material and its importance to you.

- **Subheadings.** Subheadings are titles of sections within chapters that, like the major titles, describe the content. Usually subheadings appear in bold or italic type and outline the author's message. Turn the subheadings into questions to anticipate what you will need to know from the reading. For example, the subheading "Estimating Revenue Potential" in a marketing text could be changed to "How Do You Estimate Revenue Potential?"

- **Italics, Boldface, and Numbers.** Italic and bold type highlighted words that merit special emphasis. These words are usually terms that you will need to define and remember. Numbers are also used to list important details that you may need to learn.

- **Visual Aids or Marginal Notations.** A biology professor at a major university tells his students to at least look at the illustrations and read the captions in the assigned material before coming to class, even if they don't read the assignment. He wants his students to have a visual

overview. Authors use photos, charts and graphs to enhance meaning, heighten interest, and help readers visualize information. Additional notations and definitions may be added in the page margins to further simplify the material for the reader.

- **Concluding Summary or Review.** Most textbook chapters end with a summary of the most important points, which may be several paragraphs or a list of the important ideas. Regardless of its form, the summary helps you recall the material and reflect on its importance.

- **The Power of Prior Knowledge.** Experts say that prior knowledge is the most important factor in reading comprehension. Thus, if you know very little about a subject, the initial reading in that area will be difficult. The good news, however, is that the more you know, the easier it is for you to read and learn. Every new idea added to your framework of knowledge about a subject makes the next reading assignment on the topic a little bit easier.

- **Previewing to Activate Schemata.** Your prior knowledge on a subject is a schema. According to theory, a **schema** (plural, **schemata**) is the skeleton of knowledge in your mind on a particular subject. As you expand your knowledge, the skeleton grows. Here's another way to think about a schema: A schema is like a computer chip in your brain that holds everything you know on a particular subject. You pull it out when the need arises, add to it, and then return it to storage.

Your preview of the material will help you know which “computer chips” to activate. Call on what you already know and blend it with the new idea. If you embellish the new thoughts with your past experience, your reading will become more meaningful.

Students tend to know more than they think they know. No matter how unfamiliar the topic may seem, you can probably provide some small link from your own experience. Pick up the signals from the written material and use them to retrieve prior knowledge and form a link of understanding with the next text.

▮ 2. Stage Two: Integrating Knowledge

If you watch two students reading silently, can you tell which student comprehend better? Probably not. The behaviors of good silent readers are thinking behaviors that cannot be observed or learned by watching others. These behaviors, however, need not be mysterious to college students.

Knowing about Knowing

A myth in reading, probably inspired by the speed reading craze, is that good readers begin an assignment, race through it, and never stop until the last period. In fact, however, *good readers work hard* to assimilate the information they read. If they do not understand or if they get

confused they go back and reread to resolve the confusion. Good readers also understand the processes involved in reading and consciously control them. This awareness and control of the reading processes is called **metacognition**, which one expert defines as “knowing about knowing”.

Some students don't know when they don't know. They continue to read even though they are not comprehending. Poor readers tolerate such confusions because they either don't realize that it exists or don't know what to do about it. Poor readers focus on facts, whereas good readers try to assimilate details into a larger cognitive pattern, good readers monitor their own comprehension. In other words, they supervise their own understanding of the material. They recognize inadequate comprehension and interrupt their reading to seek solutions.

Five Thinking Strategies of Good readers

In order to find out what good readers do, Beth Davey studied the research on good and poor readers. She discovered that good readers, both consciously and subconsciously, use the following five thinking strategies.

a. Predict: Make Educated Guesses. Good readers make predictions about thoughts, events, outcomes, and conclusions. With the appearance of each new chapter in a John Grisham mystery novel, the reader makes a guess about who the culprit might be. Textbook predictions, although a little less dramatic, are equally important. While reading the facts in a science text, for example, you may be anticipating the concluding theory. As you read, your predictions are confirmed or denied. If they prove invalid, you make new predictions. For example, in reading an economics text, you might predict that inflation hurts everyone. But after further reading, you discover that real estate investors make money by selling at the inflated prices. Thus your initial prediction proved invalid, and you readjusted your thinking on inflation. Your prediction involved you with the author's thinking and helped you learn.

b. Picture: Form Images. For good readers, the words and the ideas on the page trigger mental images. That relate directly to the material, because these mental images depend on the reader's experience. Visualization is a highly individualistic process. One learner might read about Maine and picture the countryside and the rockbound coast, whereas another, with no experience in the area, might visualize the shape and location of the state on a map. Images are like movies in your head. You form a visualization to enhance the message in the text. Fiction quickly moves you into a new world of enjoyment or terror through visualization. Expository or textbook writing may require more imagination than fiction, but the images created also strengthen the message.

c. Relate: Draw Comparisons. When you relate your existing knowledge to the new