

大学英语应用能力进阶系列教材

国际交流英语 阅读进阶教程

**Advanced
English Reading
for International Communication**

主 编：肖艳玲
副主编：卢 蓉 何光璧
编 者：欧阳琨 高英梅 羊丽宇 黄容波
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清华大学出版社



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海南大学“中西部提升项目——本科教学质量与改革工程项目”

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内 容 简 介

本教程共 20 个单元,分为基础篇、提高篇和实战篇,每单元 3 篇阅读材料,选择的阅读材料难度呈阶梯性,帮助学生逐步提高英语阅读能力。阅读材料的选择兼顾学术类雅思和培训类雅思,练习题的设计与雅思阅读考试衔接,并设计了词缀词根、近义词讲解与练习,帮助学生增加词汇量、提高词汇替换能力及语篇结构识别能力。

本教程专为学生完成大学英语基础课程后继续学习英语的需要而设计,学完此书后可达到备战雅思的水平。

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总 序

高等教育改革发展在党的十八大之后，站在了新的历史起点上。就大学英语教学本身而言，我们当前面临的主要任务是如何把大学英语课程建设成大学生真心喜欢、终身受益的优质课程，以便更好地满足大学生接受高质量、多样化大学英语教学的需求，更加适应国家经济社会发展对人才培养的新要求。

近十年来，围绕着提高大学英语教学质量这一目标，海南大学的大学英语教学改革经历了四个阶段：

- 一、2004 年参与教育部启动的大学英语教学改革项目，成为全国 180 家试点院校之一，推行大学英语网络化教学试点；
- 二、2007 年成为全国 65 所教育部大学英语教学改革示范单位之一，承担向周边院校推广辐射大学英语教学改革成果的重任；
- 三、2010 年，全面推行大学英语网络化教学，同年海南大学成为大学英语四、六级网考试点单位，大学英语教学改革全面普及；
- 四、2012 年海南大学启动基于课程改革的新一轮大学英语教学改革。此次改革以课程改革为出发点，改变以往大学英语只有一门课程的局面，通过拓展课程逐步形成新的大学英语课程体系，赋予大学英语新的内涵，以满足学生个性需要和社会需求。

此次出版的五本应用能力进阶系列教材便是我校多年大学英语教学改革的结晶之作。在出版的过程中，我们得到了学校教务处的大力支持，将该系列教材纳入学校中西部提升项目之本科教学质量与改革工程的子项目，予以全额资助，并多次组织专家对立项教材的选题、内容给予指导。同时，该系列教材也倾注了相关任课教师的心血，正是由于这些教师多年的坚持积累和无私付出，才有了这些成果。

在本系列教材即将付梓之际，敬请广大读者和专家斧正，以使之日臻完善。同时，谨向关心、支持本系列教材的所有相关人员表示衷心感谢！

是为序。

陈鸣芬
2014 年 6 月

前言

本教程是海南大学“中西部提升项目——本科教学质量与改革工程项目”的成果之一，专为学生完成大学英语基础课程后继续学习英语的需要而设计，选择的阅读材料难度呈阶梯性，帮助学生逐步提高英语阅读能力，达到备战雅思的水平。

本教程由多年从事大学英语教学及雅思培训的教师联合编写，意在将大学英语教材与雅思类培训教材融合起来，既可作为大学英语选修课程教材使用，也可作为雅思培训教材选用。

● 全书结构

本教程由三部分组成，基础篇、提高篇和实战篇，共 20 个单元，每单元 3 篇阅读材料。

基础篇包括 1~5 单元，每篇阅读材料的长度约 600 词左右。每单元有 1 篇学术类阅读材料，2 篇培训类阅读材料，篇章难度与词汇量要求略高于《大学英语课程教学要求》中规定的一般要求；练习题的设计与雅思阅读考试衔接。基础篇的 5 个单元以阅读技巧为脉络，并设计了词缀、近义词讲解与练习，与大学英语衔接。

提高篇和实战篇均为学术类阅读材料。提高篇从第 6~15 单元，旨在逐步提升学生英语阅读水平。文章长度从 700 词左右逐步增加到 1000 词左右，学生在熟悉各类题型过程中增加词汇量、提高词义替换能力及语篇结构识别能力。提高篇以雅思考试题型为线索组织各单元，每单元针对一类题型细致研究，挖掘出题思想及答题技巧，兼顾其他题型的练习与巩固。单词练习中设计词根讲解与练习。

第 16~20 单元为实战篇，旨在检验学生的学习效果。每篇阅读材料长度均在 1000 词以上，学生综合运用所获知识与能力回答阅读理解题目。

教学中，建议每单元的 Passage 1 作为课堂主讲篇章，用于精学精练，夯实语言基础，增强实力，提高考试技能；Passage 1 后提供 Text Analysis，帮助学生从宏观上理解文章的结构。Passage 2 和 Passage 3 用于学生的课外学习。

● 阅读材料选择及题型设计

本教程阅读材料的选择兼顾学术类雅思和培训类雅思，以前者为主。

本教程选择的学术类雅思阅读文章题材和涉及内容共有以下四个大类：自然科学类、人文历史类、技术进步类及心理和教育类。这四类文章的难度依次递增，其所占比例都基本符合雅思考试的实际情况。

阅读材料主要来自 *New Scientist*、*The Economist*、*American Scientist*、*Scientific American*、*National Geographic*、*Nature*、*Discover*、*Time (Europe)*、*Boston Global*、*History Today* 等雅思学术类阅读材料主要来源的期刊和学术出版物，其写作方式多样，包括记叙文、说明文及议论文等多种文体，内容包含想要参加雅思考试的考生所感兴趣的、

与其认知程度相符的常见话题。阅读材料中还包括了非文字性的内容，比如图表、曲线图等。

本教程为学术类雅思阅读主要设计了以下 8 类有较高信度的题型，按照其出现频率及重要性为依次递减的顺序分别为：段落配对题，配对题，判断正误题，摘要题，选择题，段落大意题，简答题和图形题。

本教程中的培训类阅读材料为实用性强的功能性短文，如通知、时间表、住宿安排、广告、大学课程介绍、图书馆指引、规定，以及其他的类似内容，非常贴近西方的实际生活。材料改编自原版英文报刊和书籍，如 *Time*、*Reader's Digest* 等。所涉及题型与学术类阅读材料的题型基本一致。

● 语言能力培养

本教程注重夯实学生的英语语言基础，从词、句、篇等不同层面培养语言能力，而不是单纯依靠技巧的探究。首先，本教材词汇量达 8000 词以上，并且设计了词缀与词根的讲解及练习，帮助学生迅速扩大词汇量。近义词辨析提供近义词的细微差别，并为提高同义替换能力打下基础。同义替换是词汇量及表达能力的检测指标之一，能够识别同义替换，学生才能识别文章与题目语句间的对应关系，进而做出判断、比较、分析。其次，通过翻译关键句来提高对原文的理解。本教程从每篇阅读材料中选出若干关键句和长句来设计英译汉练习，旨在让学生完全读懂原文，通过识别微妙含义来区别推测与事实、主观论断与客观描述、他人观点与作者观点，加深对阅读材料的理解。第三，培养篇章层次上对全文的把握能力，通过 **Text Analysis** 介绍文章的写作目的，分析文章展开方式，使学生可掌握学术文章写作展开的主要方法和规律特点，从而在宏观上把握全文。

● 编者团队

本教程由海南大学外国语学院教学经验丰富的教师团队合作完成。教程的总体设计、修改、定稿由主编及副主编完成。每位成员负责各自的编写任务并交叉审阅其他单元内容。

本教程邀请海南大学外国语学院院长陈鸣芬教授主审，提出了宝贵的修改意见及建议，在此表示衷心感谢。

由于时间仓促，编者水平有限，书中难免有疏漏和不足之处，恳请广大读者和同行提出宝贵意见，以便日后对本教程做出修订，使之更加完善。

《国际交流英语阅读进阶教程》编写组

2014 年 6 月

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Section A

■ Reading Passage 1

UNESCO Director General's Statement on Climate Change and World Heritage

One of the major challenges of our society is coping with climate change; to this end the need to improve the level of public debate on climate change is vital. Thus, public discussions should be well-informed and realistic. The constituencies made up of research institutes, higher education institutions, international organizations, governments and civil society have responsibilities to ensure that democratic debate is based on cogent argumentation and reliable evidence as much as possible.

The 1972 UNESCO World Heritage Convention is a central tool in helping identify and protect, for the benefit of current and future generations, the tremendous natural and cultural heritage of the world. The Convention is designed to encourage international cooperation for the conservation of protected areas and to monitor their state of conservation.

Climate changes are impacting on all aspects of the human and natural systems, including both cultural and natural World Heritage properties. Protecting and ensuring the sustainable management of these sites has therefore become an intergovernmental priority of the highest order.

Many marine World Heritage sites are tropical coral reefs whose exposure to bleaching events—due to increased ocean temperature and acidification is increasing—possibly leading to mass extinction of coral reefs. The increase of atmospheric temperature is also leading to the melting of glaciers worldwide. Terrestrial biodiversity may also be affected by species shifting ranges, changes in the timing of biological cycles, migration of pests and invasive species, among other phenomena.

World Heritage cultural sites are also exposed to this threat. Ancient buildings

were designed for specific local climates. Increasing sea level threatens numerous coastal sites. The migration of pests can also have an adverse impact on the conservation of built heritage. But aside from these principal physical threats, climate change will also have tremendous impact on social and cultural aspects, with communities changing the way they live, work, worship and socialize in buildings, sites and landscapes, possibly leading to migration and the abandonment of their built heritage altogether.

The fact that climate change poses a threat to the outstanding universal values of World Heritage sites has several implications for the implementation and monitoring of the 1972 World Heritage Convention. Lessons learnt at several sites worldwide show the relevance of designing and implementing appropriate adaptations measures. Research at all levels would also have to be promoted in collaboration with the various bodies involved in Climate Change work, especially for cultural heritage where the level of involvement of the scientific community should be reinforced. The global network of the World Heritage sites is ideally suited to build public and political support through improved information dissemination and effective communication on the subject, given the high profile nature of these sites.

Similarly, the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, which underlining the deep-seated interdependence between the preservation of the world's tangible and intangible heritage, pays close attention to knowledge and practices concerning nature and the universe. UNESCO's Man and the Biosphere (MAB) Program and the Local and Indigenous Knowledge System (LINKS) Project likewise focus on the interrelationship between cultural and biological diversity, and the need for a fully integrated approach to issues of environmental preservation and sustainable development.

UNESCO is committed to working closely with various actors in civil society, including the scientific community, to address the multiple challenges posed by climate change, in particular to the precious and fragile cultural and natural heritage of the world.

(Adapted from <http://whc.unesco.org/en/activities/396>, anonymous)

Notes

- UNESCO (the United Nations Educational, Scientific and Cultural Organization) 联合国教育、科学及文化组织
- the World Heritage Site 世界遗产，分为自然遗产、文化遗产和复合遗产三大类，是一

项由联合国支持、联合国教育、科学及文化组织负责执行的国际公约建制，目的是保存对全世界人类都具有杰出普遍性价值的自然或文化处所。

- **World Heritages Convention** 《世界遗产公约》。1972年11月16日，联合国教育、科学及文化组织在法国巴黎第17届会议上通过了《世界遗产公约》，旨在保护因年久失修或其他经济或政治原因而遭到破坏甚至毁坏的文化遗产和自然遗产。
- **Framework Convention on Climate Change (UNFCCC or FCCC)** 《联合国气候变化框架公约》。联合国于1992年5月通过了此公约，并于同年6月在巴西里约热内卢召开的由世界各国政府首脑参加的联合国环境与发展会议期间开放签署。
- **Kenya** 肯尼亚
- **Nairobi** 内罗毕（肯尼亚的首都）

New Words

cogent ['kəʊdʒənt]

adj. strongly and clearly expressed in a way that influences what people believe (理由、论据) 有说服力的，令人信服的

constituency [kən'stitʃu:ənsi:]

n. a district that elects its own representative to parliament (选举国会议员的) 选区

coral ['kɒrəl]

n. a hard substance formed from coral 珊瑚

reef [ri:f]

n. a long line of rock or coral, in the sea, with its top just below or just above the surface 礁，暗礁

bleach [bli:tʃ]

vt. to remove the color from sth. with a chemical or through the action of sunlight 漂白

acidification [əˌsɪdɪfɪ'keɪʃən]

n. the process of becoming acid or being converted into an acid 酸化，呈酸性

glacier ['glæsjə]

n. a large mass of ice, formed by snow on mountains, that moves very slowly down a valley 冰河，冰川

biodiversity [ˌbaɪəʊdaɪ'vɜ:səti]

n. the diversity of plant and animal life in a particular habit (or in the world as a whole) 生物多类状态，生物多样性

dissemination [dɪˌsemɪ'neɪʃən]

n. making something, such as information or knowledge available to a lot of people 散播，宣传，浸染

indigenous [ɪn'dɪdʒənəs]

adj. originating where it is found 土生土长的, 本地的

Phrases and Expressions

cope with

对付, 处理

for the benefit of

为……的利益, 为惩戒……

impact on

冲击, 碰撞, 影响

in particular (to...)

尤其, 特别

Text Analysis

The passage is a speech delivered by the Director General at the Press Conference of the 12th Conference of parties to the UN Framework Convention on Climate Change.

The passage focuses on the topic that climate change is one of the major challenges that we have to face and deal with. The whole passage can be roughly divided into five parts.

The first part is Paragraph 1. The speech states the importance of the improvement of public debate on climate change. Therefore, the debate should be based on the cogent argumentation and reliable evidence.

The second part is only Paragraph 2. This is a transitional paragraph. We are informed of background information on the 1972 UNESCO World Heritage Convention, which naturally leads readers to its responsibility for natural and cultural heritage of the world.

The third part consists of three paragraphs, Paragraph 3 to Paragraph 5. This part deals with the negative effects that climate changes have on both natural and cultural heritage of the world. Paragraph 3 presents the impact and calls for governments in the world to give top priorities to the challenge. Then the speaker employs details to prove the negative effects in Paragraph 4 and Paragraph 5. Paragraph 4 states the details on the negative effects on natural heritage and Paragraph 5 centers on the negative effects on cultural heritage.

The fourth part is made up of Paragraph 6 and Paragraph 7. This part first states the threat from climate changes has several implications for the implementation and monitoring of the 1972 World Heritage Convention. The speaker explains the implications from several aspects, for example, lessons prove measures are appropriate in Paragraph 6. Similarly, other two organizations focus their attention to different fields on the protection of natural and cultural heritage of the world.

The fifth part is the last paragraph. The speaker ends his speech by stressing the responsibilities for the challenge of climate change.

Prefixes and Suffixes

prefix: demo-

表示“人民”

同缀词:

demographic	<i>adj.</i>	人口统计的, 人口的
democrat	<i>n.</i>	民主主义者
democratize	<i>v.</i>	民主化, 使民主化
democracy	<i>n.</i>	民主

根据词缀猜下列词的词义:

1. demobilize *v.* _____
2. democratic *adj.* _____
3. demography *n.* _____

prefix: out-

(1) 表示“出去, 过时, 外面”

(2) 表示“超过, 过度”

同缀词:

outward	<i>adj. & adv.</i>	向外(的), 外面(的)
outlet	<i>n.</i>	出口, 出路
outlive	<i>v.</i>	活得比……长

根据词缀猜下列词的词义:

4. outlandish *adj.* _____
5. outside *adv.* _____
6. outnumber *v.* _____
7. outburst *n.* _____
8. outclass *v.* _____
9. outcase *n. & adj.* _____

suffix: -age

(1) 表示“状态, 总称”

(2) 表示“费用”

(3) 表示“场所, 物品”