



高等院校特色课程英语系列教材

• 总主编 傅广生 张树德 梁正宇 •

英语泛读教程

• 主编 胡金 车贵成 莫运夏



*Extensive
Reading*



苏州大学出版社
Soochow University Press



高等院校特色课程英语系列教材

● 总主编 傅广生 张树德 梁正宇 ●

● 主 编 胡 金 车贵成 莫运夏

● 副主编 (按拼音顺序排列)

郭晶萍 何冬云 刘 燕

潘光良 谭 英 曾 艳

英语泛读教程

1

Extensive
Reading



苏州大学出版社
Soochow University Press

图书在版编目(CIP)数据

英语泛读教程. 1/胡金,车贵成,莫运夏主编. —苏州:苏州大学出版社,2009.8
(高等院校特色课程英语系列教材)
ISBN 978-7-81137-343-1

I. 英… II. ①胡…②车…③莫… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2009)第 152721 号

英语泛读教程 1

胡 金 车贵成 莫运夏 主编
责任编辑 金莉莉

苏州大学出版社出版发行
(地址:苏州市干将东路 200 号 邮编:215021)
丹阳市兴华印刷厂印装
(地址:丹阳市胡桥镇 邮编:212313)

开本 787mm×1 092mm 1/16 印张 72.5(共四册) 字数 1 610 千
2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷
ISBN 978-7-81137-343-1 定价:140.00 元
(共四册)

苏州大学版图书若有印装错误,本社负责调换
苏州大学出版社营销部 电话:0512-67258835
苏州大学出版社网址 <http://www.sudapress.com>



前 言

根据教育部2006年颁布的《高等学校英语专业英语教学大纲》，我们编写了这套《英语泛读教程》系列教材，本教材适用于高等学校英语专业一、二年级泛读（阅读）课教学，也适用于同等程度的英语自学者。

本教材编写的目的在于传授学生有关的阅读理论与技巧，提升学生的英语阅读水平与理解能力，扩大词汇量，增加英语国家文化背景知识，为参加英语专业四、八级考试及其他形式英语考试奠定良好的基础。

本教材编写有如下几个主要特点。

第一，题材广泛，内容丰富，体裁多样。本系列教材的题材既关注了大学生生活的有关方面，也涵盖了英语国家社会与文化的方方面面；既有人文知识方面的文献，也不乏科普常识方面的文章。教材选材注重时代感，集思想性、知识性、实用性和趣味性为一体，涉及历史、地理、政治、军事、法律、经济、科技、金融、宗教、体育、环保、能源、医药、食品、艺术、娱乐、休闲、旅游、风俗等各方面的内容。

第二，文章注重长度与难度的适切性，阅读量较适中。本系列教材的编写注重学习的规律性，所选文章由易到难，由浅入深，由短到长。而在阅读量的安排方面，遵循适中的原则，既不因太少而让学生感到吃不饱，也不因过量而使得学生产生厌烦情绪。文章长度从第1册的550至600词（每分钟阅读量为60词至80词）逐渐增加到第四册的1,500词左右（每分钟阅读量为180词）。

第三，读与写结合，读与说结合。每个单元的Text A与Text D部分除了安排阅读理解的练习之外，还适当地融入了写与说的训练，以期达到充分利用所学材料进行写与说等综合技能训练的目的。

第四，借助技巧指导阅读，通过实践强化理论。每册安排4个阅读技巧，每4个单元呈现1个阅读技巧，使得学生在理论与技巧的指导下进行实践。每4个单元话题与技巧的呈现顺序为：感性认识（非呈现技巧）→理性认识（呈现技巧）→训练与巩固（运用技巧进行训练与巩固）。第1册、第2册及第3册前半部分安排的是关于阅

读方面的基本技巧,第3册以训练英语专业四、六级考试的应试技巧为主,第4册前半部分也以综合技巧的训练为主,后半部分安排了大学英语六级考试仔细阅读与快速阅读题型的训练,可为参加大学英语六级考试的学生提供强化训练。

《英语泛读教程》全套共4册,每册16单元,每单元由Text A,Text B,Text C与Text D组成。其中Text A为主课文,Text B,Text C与Text D用于快速阅读训练。

本系列教材的编写与出版得到了苏州大学出版社的大力支持,苏州科技学院外国语学院宋更字副教授、苏州大学外国语学院莫俊华博士等为此教材付出了辛劳,在此,我们谨致以诚挚的谢意!

由于编者水平与经验有限,书中一定会有许多不足之处,欢迎同行与广大读者批评指正。

编 者
2009年7月

Contents

目 录

Unit One Campus Life

Text A	College Is Time to Budget	1
Reading Skills	Context Clues	3
	Word Study(1)	5
Text B	The Campus—Green, Greener, the Greenest	5
Text C	Yale Campus Just Part of New Haven's Vibrant Cultural Life	9
Text D	US College Sports, Clubs and Student Groups and Other Forms of Student Life	12

Unit Two Learning English

Text A	Why Learn English	15
Reading Skills	Word Study(2)	17
Text B	How to Learn English	18
Text C	How to Avoid Making Mistakes in English	21
Text D	Teaching Philosophy	25

Unit Three Books

Text A	Why Read?	28
Reading Skills	Word Study(3)	31
Text B	Books Are Among the Most Popular Activities	32
Text C	Five Types of Books That Increase Intelligence	34
Text D	About Reading Books	38

Unit Four Friendship

Text A On Friendship	41
Reading Skills Word Study(4)	43
Text B A Friend in Need Is a Friend Indeed	43
Text C The Secrets of Male Friendships: Man Date	46
Text D How to Be a Friend of Yourself	48

Unit Five Hobby

Text A Cultivating a Hobby	52
Reading Skills Word Study (5)	54
Text B Developing Good Habits	55
Text C Can You Change Your Habits?	58
Text D The States Explained	61

Unit Six Good Manners

Text A What Are Good Manners?	64
Text B Teachers Got It Tough!	67
Text C Where Has Common Courtesy Gone?	70
Text D Excuse Me	73

Unit Seven Food and Diet

Text A Food Composition—Proteins, Carbohydrates, Fats and Fibre	76
Text B Food Composition—Minerals and Vitamins	78
Text C Food Properties	82
Text D Food Acidity, Oxidation and Temperature	85

Unit Eight Safety

Text A	The Demand for Resources	89
Text B	Acid Rain and Global Warming	92
Text C	Sustainable Energy Resources, Energy Efficiency, the Energy Debate	95
Text D	Renewable Energy Sources	99

Unit Nine Sports and Games

Text A	The World Marathon and the New York City Marathon: the World Race	104
Reading Skills	Sentence Reading (1)	106
Text B	Beat Depression with Regular Exercise	107
Text C	The Swim Meet	111
Text D	Indoor Games and Sports	113

Unit Ten Holidays

Text A	The Last Christmas Tree	118
Reading Skills	Sentence Reading (2)	121
Text B	Binky's Thanksgiving	122
Text C	Columbus Day Controversy	126
Text D	You'll Forever Be My Valentine	129

Unit Eleven Work and Play

Text A	Working Hard or Hardly Working?	132
Reading Skills	Sentence Reading (3)	135
Text B	In the Workplace, Loyalty Is a Sometime Thing	135
Text C	Employee Involvement	139
Text D	Why I'll Spend, Spend, Spend if I Win the Lottery	143

Unit Twelve Feelings and Love

Text A	Loneliness: How Can We Overcome It?	147
Reading Skills	Sentence Reading (4)	150
Text B	Care of the Elderly: a Family Matter	150
Text C	Ode to My Fountain Pen in Memoriam	154
Text D	What Dads Are Made of	156

Unit Thirteen Travels

Text A	Amsterdam: Sightsee by Day and Party by Night	160
Reading Skills	Sentence Reading (5)	163
Text B	Student Travel—Backpacking in Europe	164
Text C	Fitness Travel: a Unique Way to See the World	168
Text D	What Is Chile Facing Now to Boost Its Tourism?	173

Unit Fourteen Modern Life

Text A	Fear Factors: Modern Life Gives Children Plenty to Worry About	176
Reading Skills	Sentence Reading (6)	179
Text B	Childhood: Are Violent Video Games Harmless Entertainment?	180
Text C	Text Messages Could Help Turn the Tide of HIV and AIDS in South Africa	184
Text D	The Future of the Future: What Life Will Be Like, Starting Today	189

Unit Fifteen Successful People

Text A	Alfred Nobel: a Man of Peace	192
Reading Skills	Sentence Reading (7)	194

Text B	Who Will Be the Next Einstein?	195
Text C	Louis Pasteur: a Modern-Day Scientist	198
Text D	Amazing Bolt Dances His Way into Olympic History Books ...	201

Unit Sixteen Dreams

Text A	Dreams: Making Them Work for Us	205
Reading Skills	Sentence Reading (8)	208
Text B	Planning, Dreaming Help Ensure Successful Garden	210
Text C	Dreamers: Hunks of Junk	214
Text D	Student's Message—Bad Things Happen, but Dream Big	217

Unit One

●●●●● Campus Life

Text A

College Is Time to Budget

New college students may know how to ace the SATs, but many may flunk the most important math test of all—real-life budgeting and economizing. Some 79 percent say they've never even talked with their parents about a budget. The ugly reality can lead to financial troubles that can have lifelong repercussions (影响, 后果), such as debt loads that force students to drop out or declare bankruptcy.

Creating a realistic budget for discretionary (根据需要而使用的, 采用的) items isn't hard, but it does require a little research. What's more, some colleges tell families to plan on spending as little as \$1,200 a year on books and extras. In fact, nationwide surveys show the average student now pays about \$900 a year for textbooks alone. Depending on factors like a school's location or whether the students eat in the cafeteria or keep a car, students also typically spend anywhere from \$140 to \$750 a month on non-academic extras.

Parents and students who want an accurate estimate of the cost of campus living would do better to get the skinny from the folks who really know their parents. Parents have to apply their own common sense as well. Next are the spring-break adventures and ski and football weekends that many students hope to make part of their college life. "Driving the parents into deeper debt to satisfy those classic college experiences doesn't make sense," Walbert says.

Students who celebrate their new freedom from parental oversight by going on a spree can quickly get into real trouble. And many students arrive on campus primed to splurge. Banks send so many credit card solicitations out to high school students

that an estimated 25 percent of college freshmen arrive with plastic in their wallets. Most of the rest get their cards on campus, where salespeople often set up booths offering free T-shirts or sandwiches to anyone who applies for a card.

The best way to rein in the urge to splurge is to make students responsible for earning their discretionary spending money. Studies show students who work up to 15 hours a week during the school year actually do better academically than students who don't work. Mandell recommends that some students, especially freshmen, be limited to no more than 10 hours of work a week to ensure plenty of time for study and to limit the amount of spare cash they have to spend.

But some students, such as Sandberg's younger daughter, Jennifer, 21, don't maintain that discipline. Within months of enrolling at Baylor, Jennifer signed up for a credit card and started "paying for other people's partying, picking up the bills, trying to impress people," says her father. It was only after the bills started piling up that Jennifer finally realized what her father had been trying to tell her about the dangers of splurging on credit. Sandberg decided to bail her out one last time to keep her focused on coursework that would allow her to graduate this winter, a semester early, cutting her tuition bill by almost \$10,000. Sandberg is right to worry about graduation. Finances are the most common reason college students give for dropping out.

However they do it, students should learn to live within a budget by the time they graduate, finance experts say, since overspending can hurt credit ratings, which employers are increasingly using in making hiring decisions. Those who learn too late discover that students who live like professionals while in college are often doomed to live like students when they are professionals.

(580 words)

From: <http://web.ebscohost.com/ehost/detail>

Exercises

I. Understanding of the main idea of the text.

The main idea of the text is _____.

II. Comprehension of the text.

Directions: Check whether the following statements are true (T) or false (F).

1. New college students may know how to budget all-real-life. ()

2. Creating a realistic budget for discretionary items is very easy. ()
3. Students can quickly get into real trouble. ()
4. Some freshmen, be limited to no more than 10 hours of work a week to ensure plenty of time for study and to limit the amount of spare cash they have to spend, do better academically than students who don't work. ()
5. Those who learn not too late discover that students who live like professionals while in college are often doomed to live like students when they are professionals. ()

III. Topics for further discussion.

1. Why does the author say "New college students may know how to ace the SATs, but many are flunking the most important math test of all-real-life budgeting and economizing"?
2. What does "Parents have to apply their own common sense as well" mean in the passage?
3. Do you create a realistic budget? And how?

IV. Summary of the text.

Directions: Use the following words to summarize the text within 50 words.

new college students, budget, on books and extras, the cost of campus living, spending money, focus on coursework

Reading Skills

Context Clues

Context clues refer to the sentence and the paragraph in which a word occurs. In using the context to decide on the meaning of a word, you have to use your knowledge of grammar and your understanding of the author's ideas. The following are some helpful ideas:

1. Use the meanings of other words in the sentence or paragraph and the meaning of the sentence as a whole to reduce the number of possible meanings.
2. Use grammar and punctuation clues which point to the relationships among the various parts of the sentence.
3. Use your general or common knowledge of the world.
4. Be satisfied with a general idea about the unfamiliar word; the exact

definition or synonym is not always necessary.

5. Learn to recognize situations in which it is not necessary to know the meaning of the word.

Usually, the following ways should be taken into consideration when you use the context to decide on the meaning of a word.

1. Definition. Often we find that the author gives a formal definition immediately after the new term;

2. Explanation. If the concept is complicated and must involve technical terms in its definition, the author might explain the idea in simple words. That is, he might make a restatement in known words;

3. Example. Many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word;

4. Synonymy. Synonyms or synonymous expressions are frequently employed by authors to explain new words;

5. Antonymy. Contrasting words or statements are also commonly used to explain unknown words;

6. Hyponymy. Superordinates and subordinates often define and explain each other, thus forming an important context clue;

7. Relevant details. In some contexts, the author provides details relating to the unknown word, such as the functions, characteristics, nature, etc. of the referent;

8. Word structure. The morphemic structure of words, especially compounds and derived words offers clues for inferring the meanings of unknown words.

Sample 1

What are you interested in? Is it science, music, computers, health, business or sports? Today's media—such as the Internet, television, and the press—give you almost unlimited access to knowledge about your favourite subjects.
(synonymous expressions)

Sample 2

Be a world-class businessman or businesswoman. It's simple. International business is done in English. (Synonyms)

Sample 3

sitcom = situational comedy, fridge = refrigerator, OS = operating system.
(word structure)

Word Study (I)

Guessing the Meanings from the Contexts

The meanings of the words can be guessed from the given information in the contexts, for example,

Mr Joes got on the motorbike, I sat behind him on the pillion, and then we roared off into the night.

Suppose you don't know the meaning of the word "pillion", you can guess it in the following way. Since the above sentence tells that "Mr Joes got on the motorbike" and "I sat behind him", the word "pillion" probably means "a saddle for a passenger behind the driver of a motorbike."

Text B

The Campus—Green, Greener, the Greenest

By Kate Zernike

Published: July 27, 2008

HIGHER education can't resist a ranking: best college, best cafeteria, the biggest endowment, and the biggest party school. It says something about what's important on campus. Then, when the *Princeton Review* releases its annual guide to colleges this week, it will include a new metric: a "green rating", giving points for things like "environmentally preferable food", power from renewable sources and energy-efficient buildings.

Green is good for the planet, but also for a college's public image. In a *Princeton Review* survey this year, of 10,300 college applicants, 63 percent said that a college's commitment to the environment could affect their decision to go there.

And where there are application decisions to be made, there are rankings. The Association for the Advancement of Sustainability in Higher Education, with more than 660 members, is developing a rating for environmental friendliness; at least six other organizations rated campus greenness last year, according to the group. There are lists from *Forbes*, *Grist* and *Sierra* magazines, and an annual report card from the Sustainable Endowments Institute, a research organization that assesses the

greenness of an institution's investment portfolio.

Campuses across the country are racing to be the greenest of them all. They are setting dates in the not too distant future for achieving carbon neutrality. They are hiring sustainability coordinators. And they are competing with one another in buying green power.

Sustainability is far more than recycling and “Do It in the Dark” competitions to see which dorms use the least water and electricity. Sustainability is a complex concept, expensive and difficult to achieve. It involves an entirely new approach to day-to-day living and the reappraisal of the existing infrastructure.

Hail the students demanding eating utensils made with cornstarch for the dining halls. But the changes that make the most difference are not what Mary Gorman, associate provost at Dartmouth, calls “the low-hanging fruit” of getting students to turn off their screensavers or take shorter showers. The big results come from projects that often sound less catchy and depend less on students than on those who manage the buildings.

She is thinking of the institutions that are vastly reshaping their campuses—converting to greener fuel and power sources, even building their own wind turbines (涡轮机); retrofitting buildings to make them more energy efficient; composting dining-hall waste; replacing fleets with hybrid cars and shuttles that run on oil recycled from French fry vats; and offering sustainability studies to grow a generation of environmental stewards.

The most high profile effort, and the most debated, is the American College and University Presidents Climate Commitment, signed over the last two years by more than 550 institutions representing about 30 percent of American students. Those who sign promise that within a year will inventory their greenhouse gas emissions and within two will formulate a plan to arrive at carbon neutrality—that is, zero net CO₂ emissions “as soon as possible”. They also have to agree to at least two of seven measures, including buying 15 percent of their energy from renewable sources and building to LEED (Leadership in Energy and Environmental Design) standards, a certification developed by the non-profit United States Green Building Council.

(524 words)

From: <http://www.nytimes.com>

 Exercises**I. Comprehension of the text.**

Directions: Choose the best answer.

1. What is a new metric?
 - A. A “green rating”.
 - B. Environmentally preferable food.
 - C. Power from renewable sources.
 - D. Energy-efficient buildings.
2. What are campuses across the country doing for racing to be the greenest of them all?
 - A. They are setting dates in the not too distant future for achieving carbon neutrality.
 - B. They are hiring sustainability coordinators.
 - C. They are competing with one another in buying green power.
 - D. All of the above.
3. What does the sentence “Sustainability is far more than recycling” mean?
 - A. Sustainability is to see which dorms use the least water and electricity.
 - B. Sustainability is a complex concept, expensive and difficult to achieve.
 - C. Sustainability involves an entirely new approach to day-to-day living and the reappraisal of the existing infrastructure.
 - D. Sustainability is a kind of recycling.
4. What are the changes that make the most difference?
 - A. What Mary Gorman, associate provost at Dartmouth, calls.
 - B. The low-hanging fruit.
 - C. Getting students to turn off their screensavers or take shorter showers.
 - D. Projects that depend on those who manage the buildings.
5. What institutions should be taken for greener campuses?
 - A. Converting to greener fuel and power sources.
 - B. Building their own wind turbines.
 - C. Retrofitting buildings to make them more energy efficient.
 - D. Doing all of the three things above.