

Second Edition

第二版

NEW HORIZON
COLLEGE ENGLISH

新视野大学英语

总主编：郑树棠

Skimming and Scanning



长篇阅读

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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样 书

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《长篇阅读》编写及使用说明

经过多年来的改革,我国的大学英语教学取得了显著成果,也为进一步更大的发展奠定了基础。坚持科学的大学英语教学改革观,实现大学英语课程工具性与人文性的统一,不断提高教学质量,是大学英语教学努力的方向。本教材在编写中综合考虑工具性和人文性等多方面因素,严格筛选阅读材料,精心设计阅读练习,从而使学生能够有效提高英语阅读能力及综合应用能力。

一、编写原则

《长篇阅读》的编写以外语教学理论为指导,选材原则兼顾语言学习的工具性和人文性,题型设计充分考虑到英语阅读技能和限时获取信息的能力培养、训练和提高的要求。整体编写体现了以下几方面特点:

1. **题材丰富多样:**《长篇阅读》为体现语言学习的人文性,使学生接触到丰富多元的主题内容,对选篇进行了精心筛选。选篇以说明文和论述文为主,涵盖人文、社会、科普报道等多个领域,注重信息性、知识性、趣味性和新颖性。
2. **练习设计科学:**《长篇阅读》为体现语言学习的工具性,特别强调提升学生的英语阅读技能,练习从培养限时获取信息的能力出发,遵循严格的编写原则与规范。对题目的数量、顺序、语言信息点及语言表述都有明确规定。《长篇阅读》题型有段落匹配题、信息填空题和多项选择题等,加强对学生阅读理解及分析推断能力的训练。
3. **能力培养为重:**《长篇阅读》有助于培养、提升学生限时获取信息、加工信息、运用信息的能力,这是大学英语学习过程中需要掌握的一种重要的实用阅读能力。为帮助学生培养良好的阅读技能与学习策略,《长篇阅读》特别提供“长篇阅读技能指南”,供学生学习和教师教学参考。
4. **难度循序渐进:**《长篇阅读》1-4级通过对选篇内容、选篇长度、题型设计、限时阅读速度等方面的合理设计与有效控制,逐步提升难度,循序渐进地培养学生“快速+准确”的阅读能力。

二、教材结构

《长篇阅读》共四级,每级8个单元,供一个学期使用。每单元有3篇阅读文章,其中2篇文章的练习题型是段落匹配题,1篇文章的练习题型是信息填空题或多项选择题。以下就这三种题型做一简要说明:

段落匹配题：在文章后提供 10 个句子，每句一题。每句所含的信息出自文章的某一段落，要求学生找出与每句所含信息相匹配的段落。有的段落可能对应两题，有的段落可能不对应任何一题。

信息填空题：从文章中选取若干句子（1-2 级选取 6 个句子，3-4 级选取 7 个句子），顺序打乱。要求学生找到它们所对应的在文章中的位置，填到文章的空格中。有的段落可能有两个空格，有的段落可能没有空格。

多项选择题：文章后提供包括 7 个多项选择题和 3 个填空题，考查学生对整篇文章中信息的掌握。

三、使用说明

作为《长篇阅读》的第一级，《长篇阅读 1》的选篇长度为 850-1000 词，生词不超过文章词汇总量的 1%，建议限时阅读速度为每分钟 80-100 词。学生可以记录完成时间和答题正确率，以便学生评估自己的阅读速度和阅读水平。为培养良好的阅读技能，逐步提高阅读的速度与准确率，学生可参考教材中的“长篇阅读技能指南”。

为实现个性化、自主式学习的要求，《长篇阅读》还将提供配套网络课程，方便学生自主训练以及教师查询学生的学习记录。

四、编写队伍

《新视野大学英语（第二版）》系列教材总主编为上海交通大学郑树棠。

《新视野大学英语（第二版）长篇阅读 1》主编为毛悦勤。参加编写的人员有李秉怡、王霁等。

长篇阅读技能指南

《长篇阅读》目的是提升学生的英语阅读技能和限时获取信息的能力。《长篇阅读》共四级，文章长度和难度逐级提高，重点培养在有限时间内对于篇幅较长文章的理解能力和信息定位能力，强调“快速+准确”，有效提高英语阅读能力及综合应用能力。

一、长篇阅读实质是限时长篇阅读

我们所说的长篇阅读是“限时长篇阅读”。限时长篇阅读与快速阅读相比有一定的区别，快速阅读可能不太关注细节，而限时长篇阅读比较关注细节。限时长篇阅读要求在较短时间内阅读较长文字材料以获取尽可能多的信息，快速识别、提取，有针对性地选择重要的信息，以便在较短时间内达到最佳的阅读目的和效果。这是一种需要专门学习、培养和训练的阅读技能，要求一定的语言能力、心理素质和有效的阅读技巧。下面介绍一些常用的阅读技巧。

1. 限时阅读 (Time-limited Reading)

在练习限时长篇阅读时，要特别注意阅读的时限。建议在开始阅读时，先记下“起读时间”(starting time)，阅读完毕后，再记下“止读时间”(finishing time)，然后就可以计算出阅读速度。这样长期坚持记录，限定自己的阅读时间，逐步提高阅读速度，会收到比较明显的效果。此外，在阅读过程中应尽量保持精力集中，不受干扰。因为在此类阅读时精力高度集中，时间一长很容易疲劳，精力分散，所以每次训练时间不宜过长。

2. 略读 (Skimming)

略读又称跳读 (reading and skipping) 或浏览 (glancing)，是指以尽可能快的速度阅读，迅速获取特定的文章信息。换句话说，略读可以跳过某些细节，以求抓住文章的大概，从而加快阅读速度。

略读可以运用下列技能：

- (1) 略读的关键是把阅读的视野从个别词语扩大到整句，乃至整段，能在眼停（瞳孔不运动时）的瞬间感知到更多的词汇，也就是我们平时所说的“一目十行”。略读可以帮助我们迅速掌握文章的脉络，抓住文章的主旨，节省阅读时间。要注意在略读时要以意群为单位，一组一组进行视读 (visual reading)。
- (2) 以正常速度阅读文章的开头段及末尾段。这两段在文章中的位置十分重要，要力求从中了解文章的主题、背景等。在阅读其他段落时，关键是抓住段落的主题句，即用来概括段落大意的句子。主题句一般位于段落的起始或末尾，在特殊情况下

也可能出现在段落当中。理解了主题句，就可以理解各个段落的主要意思。识别和理解段落的主题句，有助于了解作者的思路，分析文章的结构，把握段落之间的逻辑关系，从而提高阅读的速度和理解的准确性。

- (3) 注意文章中的连词或信号词。顺接连词（如 *in addition*、*moreover*、*furthermore*、*also* 等）前后的内容大致相似；表示转折意义的连词（如 *but*、*however*、*yet*、*nevertheless* 等）往往引出新的内容和观点；引导让步状语的连词（如 *although*、*despite*、*in spite of* 等）之后必有转折，阅读时可以注重阅读让步的内容；表示结论的信号词（如 *as a result*、*in short*、*in conclusion*、*all in all* 等）引出的是作者对前面所述内容的概括和总结，这些对了解作者的观点至关重要。当然，与此同时，也要关注文章中具有关键意义的实词（动词、名词等）。
- (4) 注意冒号和分号的使用。一般来说，冒号后面的句子与其前面的句子相似，而分号后的句子与其前面的句子则为并列内容，内容可能与前面不一致。

3. 寻读 [Scanning]

寻读又称查读，指从大量资料中迅速查找出某一具体事实或特定信息，如人物、事件、时间、地点、数字等，而对其他无关部分略去不读。这是一种带着明确目的寻找特定信息，而忽略无关内容的点式阅读。运用这种方法，读者可以大大提高阅读效率，在最短的时间内扫视尽可能多的材料，检索到所需要的信息。例如，在机场寻找某次航班的起飞或到达时刻，在图书馆查找书刊的目录，在文献中查找某一日期等，都可以运用这种方法。

作为一种限时寻找信息的阅读技巧，寻读既要求速度，又要求准确性。寻读与略读不同：略读时，读者事先对材料一无所知。而寻读则是读者在对材料有一定了解的情况下进行的，而且寻读经常用于阅读应用文。应用文是功能性、实用性较强的文章，为特定目的写作，表达特定的内容。在阅读应用文时，要尽量了解应用文的功能内容和写作目的，文中包含的各种程式对读者理解内容和查找信息会有很大帮助。

4. 词义推断

在阅读时，如遇到意义重要但又不熟悉的词，可借助以下方法：

- (1) 利用英语构词法推断词义。英语的构词法主要有三种：转换、派生与合成。分析单词的构成是猜测词义的一个好方法。英语中很多单词是由词根加前缀、后缀或前后缀构成的。词根表示词的基本词义。词根加上不同的前缀和后缀，可以构成不同的词，词性或词义也会相应改变，读者在阅读过程中可以分析生词结构，以便理解词义。
- (2) 利用上下文猜测词义。如 (a) 利用定义：在生词出现的上下文中，有时能找到文

章对它的定义或解释，由此可判断其词义；(b) 利用同义词或反义词的线索；生词出现的上下文中有时会出现它的近义词、反义词或用来对比的词语，可以帮助推测该词的词义。

5. 强记

长篇阅读要求读者具有较强的短时记忆能力，因为熟记文中的重要事实或情节是提高阅读理解速度的重要手段。边读边忘、不断回视、复读等阅读习惯都会影响阅读的速度和效果，在阅读中要注意克服。

二、长篇阅读有其特殊性

由于限时长篇阅读文章较长，信息量大，段落匹配题与文章相关内容出现的顺序不一定一致，且具有注重考查细节、使用同义转换等特点，完成限时长篇阅读理解练习需要一些特别的策略。

1. 熟悉文章结构，掌握大意

使用“略读”的方法，了解文章的主题和内容，对文中各段的目的和核心信息有大致印象。着重阅读各段的主题句，快速浏览其余部分。当“读”完这篇文章时，应对文章的结构思路有总体的把握。

2. 仔细阅读题目，理清头绪

仔细阅读题目中的句子，理解每句话的核心意思，以便在返回文章查找时节省时间。同时，由于句子间可能会体现一定的逻辑关系（如时间发展、前因后果等），对这些句子进行初步排序将有助于在文中的定位和查找。

3. 借助关键词汇，快速定位

关注题目中一些具有特殊意义的词语，使用“寻读”的方法在文章中尽快定位。这些关键词既包括承载主要信息的形容词或名词（如 funding, shortage, older workers, rich countries 等），也包括一些指示性词语，如与开篇或结尾相关的词语（introduction, overview, conclusion, summary 等）、与数字相关的词语（ratio, figure, percentage, statistics 等）、与研究或报告等相关的词语（report, study, research project 等），还包括一些拼写较长的词语（如 competitiveness, globalization, integration, sustainability 等）。

4. 注意同义转换，对比语意

题目的表述往往会在原文基础上进行同义转换，常用的方法包括：改变词性、使用意

思相同或相近的表达、使用意思相反的表达、变换句式、转换语态等。如 less willing 可能是 reluctant 某一语境下的同义转述, the best solution 是 the most effective method 的同义转述等。只有对文章所表达的意思恰当理解, 才能做出正确的判断。

综上所述, 在长篇阅读中, 既需要对文章大意和发展脉络有初步了解, 又需要“吃透”题目, 找到关键词汇, 正确理解语意, 在文中快速定位。在略读文章之后, 读题目和读文章要多次交替进行, 此时还可采用分批查找、先易后难的方法, 保持有序的状态和稳定的心态。

以上介绍了在限时长篇阅读中可以采用的一些技巧和方法, 并以段落匹配题为例讲解了答题时的一些注意事项。要切实提高长篇阅读能力, 还需要在掌握基本阅读技能的基础上不断总结、积累, 养成科学、正确的阅读习惯, 并通过持续的训练稳步提高。

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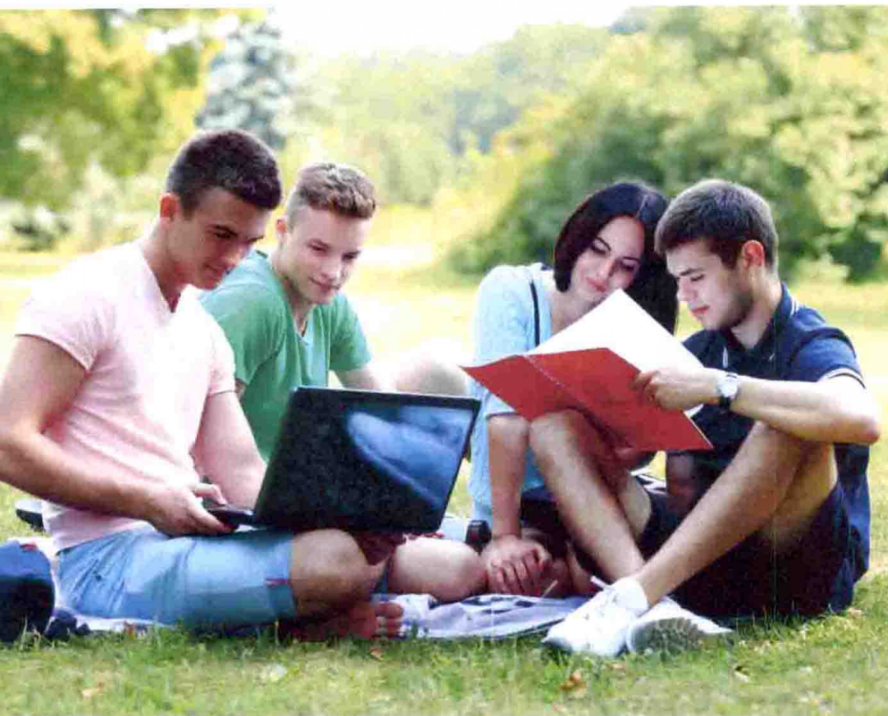
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UNIT **1**

College life



Passage A

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Hard times

- A Money worries are part and parcel of university life, but recent events in the world of finance, not to mention rising food prices, are making it tougher for students – from living costs as undergraduates to employment prospects once they have graduated. But are they bothered?
- B Raymond Sawyer, a graphic design undergraduate at New College Durham, says he is concerned by the naivety of some of his fellow students when dealing with their finances. “I’m surprised by the lack of maturity some of them have when it comes to money,” he says. “We had been at college for just over a week when some of my fellow students got their grants through – and their first thought was spending money on clothes and planning nights out, which I couldn’t believe. Many students seem unaware of the state of the economy right now.” Sawyer says the prevailing economic conditions have influenced his choice of where to study. He lives at home, just a few miles from his college, which means he is able to run a Web design business that helps ease his money worries. “Rent and mortgages are costly these days and I guess that’s what swayed me toward studying locally,” he says. “I only have to spend three days a week at college and I can travel easily by car, devoting the rest of my time to developing my business.”
- C Sawyer counts himself fortunate that he is self-employed. A recent survey commissioned by recruitment agency Reed reckons that over half of graduates are “concerned” with finding a job in the current climate. Job security is also becoming a major concern; one in four graduates say they would be willing to sacrifice up to five percent of their income in exchange for job security for three years. A significant

number of graduates are moving toward creative marketing and media sectors, shunning City jobs, and watching banks and other financial services firms fall over has been particularly disheartening for students who had planned to work in the Square Mile (伦敦金融城). Reports suggest that many are now also considering teaching as an option.

- D “With many recent graduates still looking for jobs in a difficult economic climate, undergraduates need to remember there is a serious side to university,” cautions Reed’s marketing head, Mark Rhodes. “It’s important that incoming university students have an eye on their future.” Rhodes warns students not to leave their job-hunting too late. “If you are trying to get on to a graduate program for the year you graduate, you may have to start preparing at the start of your third year to avoid missing the deadlines,” he says. Rhodes also advises speaking with a university careers adviser at the earliest opportunity to get the latest news on jobs available.
- E Nick Watson-Jones, who has recently graduated in engineering from the University of Sheffield, says the next few months will be tough. “My advice to students is to get some relevant work experience,” he says. “I haven’t been able to get past the CV stage and I think that’s because I can’t demonstrate that I have worked in the field I am looking to enter. If I could go back to my university days, I would definitely do some work experience in my first or second year before I got stuck into my dissertation and exams in my final year.”
- F Third-year student Danielle Maughan has worked a part-time job since she started her criminology and psychology course at Liverpool John Moores University, but she says she’s finding it tougher to make ends meet. “I’ve worked in a local pub since starting university,” she says, “but things are getting harder now. My student loan just covers my rent for the year, so having a job is essential.” Yet Maughan admits to being poor at managing her finances. “I’m not great with money to start with, so things can get a little tough.”
- G Unfortunately many students are responding to the financial crisis by burying their heads in the sand, allowing money problems to snowball as graduation draws nearer. A survey conducted by the National Union of Students concludes that many students are unaware of even the basic costs of living, and don’t have the information and guidance they need to manage their own finances. The survey suggests that the average cost of university life is nearly £450 a year higher than students expect.
- H In addition, some students are overly optimistic about being able to receive financial support in the form of bursaries (奖学金). The survey shows that 42 percent believe they will be eligible, whereas only 28 percent receive one. The issue of bursaries is

further complicated by confusion over what students are actually entitled to – leading to thousands of eligible students failing to claim last year, says the Office for Fair Access.

- I “It’s clear that students have no idea of the costs of living when going to university,” says Lucy Payne, HSBC’s youth and student manager, “but let’s face it, how many of us did?” HSBC has developed a website to offer advice in addition to the student advisers in its branches.
- J “We are getting a steady stream of enquiries, especially from mature students,” says Jemma Samuels, manager of student charity Uniaid. “Our aim is to help students plan for the costs of living before they get to university. There is plenty of support around, but students don’t always know where to get it. Most tend to rely on friends and parents for advice, which may be inaccurate or simply out of date. The problem is particularly bad for international students, who can run into hardship very quickly.” Uniaid runs training events for students and has a series of online tools that can be used to calculate costs and keep undergraduates abreast of what support they can access.

(985 words)

- _____ 1 University students’ life is hard due to the increase of living costs and their uncertain employment prospects.
- _____ 2 Statistics show that 42 percent of the students believe they are qualified to get bursaries but some fail to receive one at last.
- _____ 3 Twenty-five percent of graduates are willing to sacrifice up to five percent of their income for three-year employment stability.
- _____ 4 Undergraduates can calculate their living costs and know what support they can get through training events and some online tools.
- _____ 5 An undergraduate with the plan for graduate study should start the preparation work as early as the beginning of his third year.
- _____ 6 It is helpful to get some relevant work experience in the first or second year at university to get a job in the field one wants to enter.
- _____ 7 With banks and financial services firms collapsing one after another, many students who planned to work in the field of finance feel disheartened and turn to other jobs like teaching.
- _____ 8 Many students neglect the financial crisis, and thus face more and more serious money problems with graduation coming nearer and nearer.
- _____ 9 Some students are unaware of the present economic state and immediately think of spending the money on clothes and entertainment once they get their grants.
- _____ 10 Friends and parents may offer unreliable or outdated advice on financial issues.

Passage B

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时

分 秒 (WPM)

答题正确率 %

Degrees are great, but internships make a difference

- A Traditionally, earning a college degree has been cause for celebration. For most, the achievement signaled the onset of adulthood and offered the promise of a career that would start in mere months, if not weeks. But in today's job market, undergraduates who leave school armed only with a degree may not be so fortunate.
- B In 2000, more than 1.2 million people received bachelor's degrees in the United States. This year, that number is expected to rise 30 percent to more than 1.6 million, according to estimates by the National Center for Education Statistics. That hike (突然提高) has far outpaced the country's increase in population over the past decade, tripling the Census Bureau's projected rate of population growth over the same period. "With the increased number of students, if I'm an employer or a medical school or business school, finding a student who has a good GPA isn't particularly tough anymore," says Dan Gomez-Palacio, assistant director of career services at Westminster College in Missouri. "So, what is going to separate you from your peers?"
- C The answer: internships. University officials and employers almost universally maintain that partaking in an internship – or several, which sets a student apart from his peers even more – before graduation is integral to finding meaningful employment in today's seemingly impenetrable job market. More than ever, schools across the country are pushing students of all majors toward internships, and several have even added them to their graduation requirements. "These internships give

these students an edge that they would not have otherwise," says Patricia Cormier, president of Longwood University in Virginia, which requires an internship of all graduates. "It always amazes me that higher education didn't think of this sooner. For me it's a no-brainer. If you're going to position your students well, you've got to give them this exposure before they graduate."

- D Longwood, with an enrollment of roughly 4,800, saw 74 percent of their 2008 graduating class attain jobs within six months of graduation, despite the fact that students were thrust into one of the worst job markets on record. Two years ago, officials at Eastern Connecticut State University decided to institute a pre-professional experience requirement for students. Rhona Free, vice president of academic affairs at Eastern Connecticut, says the school wants not only to educate students but to prepare them for their working lives after school through experience-based learning. "Students worry, 'If I'm an English major, can I get a job?'" she says. "We want them to know that before they leave here, they will have been in a setting that's like one they'll go to work in."
- E While smaller schools are able to ensure that their students can meet the internship requirement by forming partnerships with local companies and working one-on-one with students to facilitate their hunt for an internship, the task is more daunting for larger schools. Finding an employer base near a large university that can support the influx (涌入) of thousands of interns is a daunting, if not impossible, task. For that reason, many large schools have shied away from requiring internships but still take pains to make the importance of work experience known to their students. Plus, some programs within large institutions do require internships. It's a common practice in fields where prior work experience is integral to the hiring process, like business and journalism.
- F The College of Liberal Arts and Sciences at Villanova University in Pennsylvania does not require internships, but students are emailed a weekly list of internship openings and are constantly reminded of their importance. The college's website even proclaims: "INTERNSHIPS ... don't leave Villanova without one!" Such marketing efforts have paid off. The school has seen a 30-percent jump in enrollment in internships in the past three years alone. Such efforts are lauded (称赞) by large employers that hire a bulk of their interns. Accounting giant PricewaterhouseCoopers, for instance, draws more than 70 percent of its new hires from its internship program. "Schools that focus on accommodating internships as part of their course curriculum position their students very well for future employment," says Holly Paul, national recruiting leader at PricewaterhouseCoopers.