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大学英语 长篇阅读

总主编：洪流 主编：夏侯勤 副主编：郑安文
编者：汤九华 朱晓红

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

图书在版编目 (CIP) 数据

大学英语长篇阅读. 1 / 洪流主编; 夏侯勤分册主编; 汤九华等编. — 北京: 外语教学与研究出版社, 2018.7

ISBN 978-7-5213-0225-7

I. ①大… II. ①洪… ②夏… ③汤… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆 CIP 数据核字 (2018) 第 166935 号

出版人 徐建忠
责任编辑 夏洁媛
责任校对 杨芳莉
封面设计 彩奇风
出版发行 外语教学与研究出版社
社 址 北京市西三环北路 19 号 (100089)
网 址 <http://www.fltrp.com>
印 刷 三河市紫恒印装有限公司
开 本 889×1194 1/16
印 张 7.5
版 次 2018 年 8 月第 1 版 2018 年 8 月第 1 次印刷
书 号 ISBN 978-7-5213-0225-7
定 价 24.90 元

购书咨询: (010) 88819926 电子邮箱: club@fltrp.com
外研书店: <https://waiyants.tmall.com>
凡印刷、装订质量问题, 请联系我社印制部
联系电话: (010) 61207896 电子邮箱: zhijian@fltrp.com
凡侵权、盗版书籍线索, 请联系我社法律事务部
举报电话: (010) 88817519 电子邮箱: banquan@fltrp.com
法律顾问: 立方律师事务所 刘旭东律师
中咨律师事务所 殷 斌律师
物料号: 302250001

前言

阅读不仅是获取信息的重要手段,更是学习和掌握语言的有效途径。随着大学英语教学改革深入,英语阅读技能和信息获取能力的培养、训练和提高已成为英语阅读教学的重要环节。对于广大非英语专业的学生而言,要想提高英语阅读能力,不仅需要进行大量的阅读实践,还需要有效地掌握和运用阅读策略。

《大学英语长篇阅读》系列教材的编写以外语教学理论为指导,遵循英语教学的阶段性和循序渐进的原则,以期通过规范的选篇和丰富的练习帮助学生掌握阅读技能,提高阅读水平,从而进一步增强其英语综合运用能力。选材方面,本系列教材力求体现时代性、真实性、新颖性、知识性、趣味性和可读性,选篇的话题涵盖了教育、生活、科技、文学等多个方面。难度方面,本系列教材遵循由易到难的原则,在挑选选篇和设置练习时充分考虑到学生的知识背景、认知能力和语言能力,训练难度逐级增加。练习方面,本系列教材参照了大学英语四、六级考试中的快速阅读题型,根据选篇灵活配置了多种练习题型。本系列教材共分四册,每册有十个单元,每个单元由四篇文章组成。教师可以根据教学需要,灵活使用。

本系列教材可作为高等学校大学英语阅读课程的教材,也可供广大英语学习者自学使用。

鉴于编者经验不足,水平有限,书中错误与疏漏之处在所难免,敬请广大读者和同行专家批评指正。

编者
2018年7月

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Unit

1

Language



Passage 1

Directions: Read the following passage, and then answer the questions by choosing the best answer from the four choices marked A), B), C), and D).

How to Learn a Foreign Language —5 Keys to Success

1. Spend time!

By far the most important factor is how much time you devote to the language. The more time you spend on the language, the faster you will learn. This means listening, reading, writing, speaking, and studying words and phrases. This does not mean sitting in class looking out of the window, nor listening to other students who do not speak well, nor getting explanations in your own language about how the language works. This means being whole-heartedly immersed in the language you are learning.

2. Listen and read every day!

Listen to your MP3 player wherever you are. Read after what you are listening to. Listen to and read things that you like, things that you can mostly understand, or even partly understand. If you keep listening and reading, you will get used to the language. One hour of listening or reading is more effective than many hours of class time.

3. Focus on words and phrases!

Build up your vocabulary—you'll need lots. Start to notice words and how they come together as phrases. Learn these words and phrases through your listening and reading. Read online, use online dictionaries, and make your own vocabulary lists for review. Soon you will run into your new words and phrases elsewhere. Gradually you will be able to use them. Do not worry about how accurately you speak until you have accumulated plenty of words through listening and reading.

4. Take responsibility for your own learning!

If you do not want to learn the language, you won't. If you do want to learn the language, take control of your learning. Choose content of interest, which you want to listen to and read. Seek out the words and phrases that you need to understand your listening and reading. Do not wait for someone else to show you the language or to tell you what to

do. Discover the language by yourself, like a child growing up. Talk when you feel like it. Write when you feel like it. A teacher cannot teach you to become fluent, but you can learn to become fluent if you want to.

5. Relax and enjoy yourself!

Do not worry about what you cannot remember, or cannot yet understand, or cannot yet say. It does not matter. You are learning and improving. The language will gradually become clearer in your brain, but this will happen on a schedule that you cannot control. So sit back and enjoy. Just make sure you spend enough time on the language. That is the greatest guarantee of success.

(428 words)

- In the first paragraph, "... nor getting explanations in your own language about how the language works" means trying not to understand _____.
 - your own language in your own way
 - how your own language works
 - the language you are learning in your own language
 - the language you are learning in a systematic way
- In the first paragraph, the word "immersed" is closest in meaning to _____.
 - buried
 - indulged
 - cheated
 - shocked
- What is the author's suggestion about building up vocabulary?
 - Making vocabulary lists and reviewing the words on them.
 - Referring to online dictionaries when running into new words.
 - Learning about how words are organized into phrases.
 - Using new words confidently during conversations.
- Which of the following does NOT agree with the author's idea about learning new words and phrases?
 - We can neglect certain new words and go on reading.
 - The more we run into new words and phrases, the more familiar we will be with them.
 - A vocabulary list can be made to assist our learning of new words and phrases.
 - There is a need for a vocabulary large enough to enable ourselves to speak accurately.

5. Which of the following is NOT suggested in the fourth paragraph?
- A) One should learn and understand words by himself or herself when reading and listening.
 - B) One should seek advice from other people about language learning.
 - C) One should build up self-motivation for language learning.
 - D) One may talk and write in the language he or she is learning when feeling like doing so.
6. Why does the author stress relaxing and enjoying oneself in language learning?
- A) Because language acquisition is a gradual and uncontrollable process.
 - B) Because language itself is relaxing and enjoyable in nature.
 - C) Because relaxing and enjoying oneself is also important for doing all the other things.
 - D) Because people can only display their full ability in relaxing and enjoyable environment.
7. How are the author's ideas conveyed in the passage?
- A) By discussing examples in language learning.
 - B) By logically following and analyzing the process of language learning.
 - C) By referring to theories in language learning.
 - D) By separately offering some small tips in language learning.
8. Which of the following disagrees with the main idea of this passage?
- A) Time-spending is the central matter of learning a foreign language.
 - B) Much time and effort should be paid to self-learning in acquiring a foreign language.
 - C) One needs to learn from the experience of other people in learning a language.
 - D) Listening and reading are ways to enlarge vocabulary.

Passage 2

Directions: Read the following passage, and then complete the sentences with the information given in the passage.

No Quick Fix in Any Language

Effective language teaching, specifically Asian-language teaching and learning, is important for Australian cultural, economic and intellectual life. Australian university language professionals have agreed to this and established a nationwide network to begin the reform

required to make sure all Australian students have the opportunity to experience effective language education at university level.

And, of course, what happens in universities is closely linked to what happens in education at primary and secondary levels. The last thing Australian language education needs now is another standardized, single-issue solution.

Language teaching and learning belongs to schools and universities—though certainly not only there—alongside the teaching and learning of all other disciplines.

The suggestion that the solution to the lack of second-language proficiency among Australian students is to send 18- to 27-year-olds to an Asian country overlooks the fact that it is much harder for adults to learn languages than for children.

Students who learn another language at an early age are learning at their “peak” and, when exposed to a well-planned and dynamic learning situation, will acquire lasting and better proficiency than adults will.

Extensive research shows that as well as providing children with greater knowledge of other cultures, language learning helps them to refine and improve their English.

The international engagement process suggested is, and has always been, a normal part of language teaching, but to depend wholly on that would be an abandonment of the responsibilities of public education.

Any thorough understanding of a language must include engagement sooner rather than later with its cultural, historical, social and literary aspects, as well as a systematic study of its grammar, spelling and writing system. This cannot be achieved simply by engagement in the day-to-day tasks of living in a foreign country. Language learning involves many aspects.

Moreover, it is unlikely that many teenagers and young adults will be interested in living overseas in a country whose language they have not previously studied.

Such remark that much money has been spent trying to deal with the problem is, in our view, not the case: The amount that federal and state governments have spent on language education of any kind is extremely low in comparison to other comparable nations, and this is a major factor in Australia’s poor performance in learning Asian or any languages other than English.

We need a properly funded and flexible approach in favor of language diversity in schools and universities: one that starts young and continues into adulthood. Both the federal

government's moves to create a national curriculum and the state government's desire to extend bilingual education are promising steps that need support. Such policy frameworks are essential if issues such as inadequate teacher training and supply are to be resolved.

(452 words)

1. In order to make effective language education accessible to all Australian university students, _____ has been set up to begin the needed reform.
2. What Australian language education does not need is the solution which is _____.
3. It is not advisable to send 18- to 27-year-olds to foreign countries so as to improve their _____.
4. The peak period for a student to learn a second language is from _____.
5. To thoroughly understand a language, one must engage in the _____ aspects of the language.
6. The amount of money spent on language education by the Australian governments is _____ than other comparable countries.
7. The author calls for an effective approach to _____ in schools and universities.
8. The federal government, as proposed by the author, should support setting up _____ to improve language education in the country.



Passage 3

Directions: Read the following passage, and then answer questions 1-7 by choosing the best answer from the four choices marked A), B), C), and D). For questions 8-10, complete the sentences with the information given in the passage.

Two Poor Excuses for Not Learning a Foreign Language

We all have the ability to learn to speak more than one language. Throughout history, whenever languages co-existed in close proximity (附近), people managed to naturally communicate across the language divide. They had to. That is still true today. Where

different languages brush up against each other, people have no trouble learning another language and using it, whether it be children selling souvenirs (纪念品) in the market, or business people at international meetings. This is true in Asia, Africa, America and Europe.

We don't need a special gift for language learning. Doing so is natural to us all. Today, in the Internet and information age, we no longer live in isolation, linguistically or culturally. The opportunity to engage with other languages is greater than ever.

So why don't more people learn other languages, especially in North America? In part it is because of two common misconceptions about language learning, which confuse people. They are also two common excuses for not learning a second language. But are they valid?

1. I would like to learn but I cannot get started.

Sometimes the goal of fluency in a language seems too far off, and difficult to imagine if you have never done it. It may be better to set a short-term goal to kick-start your studies, to "get your feet wet" and overcome this inertia. "L'appétit vient en mangeant" say the French, "appetite comes with eating". You just need to create the incentive to take that first bite.

Why not plan a trip to another country, and make it your goal to learn enough of the language before going, so that you can communicate and really enjoy your stay? Or, if you cannot do that, you could promise yourself that you are going to read a book, or watch a movie, in the original version. Maybe you have a friend or relative whom you want to surprise by speaking in their language. If you can make that first step, inspired by a short-term goal, and if you study in an enjoyable way, you will be surprised how addictive and satisfying language learning can be.

2. I am just not disciplined enough to study on my own.

Then by all means get a tutor to help you with your learning activities. You can find tutors for most major languages on the Internet. A good personal tutor can be one of the best investments you make, providing you with feedback and encouragement.

You do not need to spend hours a day with your tutor. A few hours a week, or even one hour a week, can be enough to keep you on track. You can arrange times that are convenient, and talk to your tutor via voice over Internet, from wherever is most convenient. You avoid the travel to and from class, and on the Internet it is easy to cancel or change your tutor whenever you want.

(486 words)

1. What does the author suggest about different languages?
 - A) The situation where different languages co-exist with each other occurs throughout history.
 - B) People still find it hard to cross the language border to communicate if needed today.
 - C) People learn a foreign language only when facing someone of a different language.
 - D) The gap between languages still exists nowadays in communication.
2. Which of the following is NOT the author's idea of learning a foreign language today?
 - A) The opportunity to learn a second language today is greater than before.
 - B) There is a greater extent of mixture of different languages.
 - C) It does not require certain specific talent to learn a foreign language.
 - D) Everyone today is enthusiastic about learning a foreign language.
3. In the fourth paragraph, the word "inertia" is closest in meaning to _____.
 - A) inactiveness
 - B) fear
 - C) shock
 - D) misunderstanding
4. What does the author think about planning a trip to another country in order to learn a foreign language?
 - A) It is too expensive a way to learn a foreign language.
 - B) It can be a short-term goal to initiate the study of a foreign language.
 - C) It is not a convenient way to learn a foreign language.
 - D) It is an enjoyable way to learn a foreign language.
5. In the last paragraph, "keep you on track" is closest in meaning to _____.
 - A) keep you running on the playground
 - B) keep you learning in the right way
 - C) keep you following others
 - D) keep in touch with you
6. How does the author present the idea of the passage?
 - A) By referring to his personal experience.
 - B) By first presenting the idea and then discussing it in two aspects.
 - C) By discussing different aspects of the idea.
 - D) By following the historical development of a related issue.

7. Which of the following summarizes the content of this passage?
- A) It is about two common misconceptions about language learning.
 B) It explains why one needs a tutor in learning a foreign language.
 C) It is a common ability to learn a foreign language.
 D) It tells the reason why people are able to learn more than one language.
8. Personal tutors for most major languages can be found through _____.
9. One can get _____ from a good tutor in learning a foreign language.
10. You can talk to your tutor via _____.



Passage 4

Directions: In this section, you are going to read a passage with seven 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. Answer the questions by marking the corresponding letter in the bracket before each statement.

The Magic Words of Communication —Thank You, Sorry, Please!

- A) If we think about our daily routine, talking with people constitutes a major component of the day, whether we are at home, work or any other place. Interacting with people is inevitable and hence is one of the most important activities of our lives.
- B) However, we all have different styles of interacting and communicating with people. Some people seem to be liked by most of the people and they get away with anything while some people always find themselves in the bad books of others around them! Why does this happen?
- C) The answer lies in the simple magic words of communication! We were told and taught about these words when we went to school. We used them repeatedly at that time and faced far less troubles dealing with people! However as we grew, became important

people and grew busy, we forgot about these words! The simple magic words are— Thank you, Please and Sorry! Let's see how and why to use these three words.

- D) Thank you. There is not one day of our life which we spend without taking help from another person, who may be your family, friend or colleague. From the time we start our day till we step into our bed for a good night's sleep, we have taken a number of favours. However, how many times do we thank the other person truly? Be free and generous to say "Thank you"! Express your gratitude! It does not take away your credit, but definitely makes the other person happy and more willing to help you the next time!
- E) Please. Often we take things for granted and order other people to do things for us, rather than requesting them to oblige. This does not help as the other person feels as if he/she is forced to do this for us. Just adding a simple and sweet "Please" could completely change the attitude towards us. Even if he/she can't do it at that time, they will make it a point to help us the next time!
- F) Sorry. As they said, "To err is human..." and we do exercise this right as a human being numerous times a day! However, as easy as we may find to commit a mistake, it is tremendously difficult to accept it and apologize for it. And this barrier to accept our mistake and take responsibility for it causes strains in our relationship with a family member, friend or colleague. Saying sorry does not really disgrace anyone; on the contrary, it puts them in a more respectable position.
- G) These three simple words can work wonders for people. If we genuinely use these words in our day to day communication with people, we will definitely find a change in the way people respond to us and our actions. The next time we wished that we could use a spell on somebody, try using one of these magic words!

(482 words)

- () 1. Success in communication is attributed to some simple but powerful words.
- () 2. A polite request instead of an order makes other people willing to help you.
- () 3. People's communication styles vary, some agreeable and others disagreeable.
- () 4. An apology for an error is nothing disgraceful but something respectable.
- () 5. Interpersonal communication is an essential part of our life and takes place wherever we go.
- () 6. The use of the simple magic words in communication brings you an easier relationship with others.
- () 7. Your appreciation for the help you get encourages the helper to offer you more help.

Unit

2

Campus Life



Passage 1

Directions: Read the following passage, and then answer the questions by choosing the best answer from the four choices marked A), B), C), and D).

How University Life Makes Students Fat

“Fresher spread” is not a butter substitute for first-year university students, but it is connected to lard (猪油) or fat. It’s a term for weight gain in first year, particularly among those living on campus. It’s so common that there are entire websites devoted to it, particularly in the United States, where it’s known as the freshman 15 (a reference to pounds likely to be gained).

Eloise Atkinson, 24, lived on campus at the University of NSW (UNSW) for the first two years of her degree in construction management, and says most of the students at her residence seemed to take up more space by September than they had in March. She says she put on about 10 kilograms in her first year, having been a normal weight and sporty in year 12.

“You didn’t really notice as it was happening,” she says, “but you’d look at the photos of everyone from the first week and compare them to what they look like now and you’re like, oooh.”

Fresher spread is attributed to lifestyle factors including alcohol drinking, lack of exercise and eating junk food while studying.

Atkinson’s experience is textbook. “The amount of alcohol we were drinking was, well, just awful really,” she says.

“The only exercise I did at university for the first year maybe was walking up and down the Basser Steps (steps connecting the middle and upper campus), literally from my bed to my lectures...” says Atkinson’s friend Nicky, who studied science and gained about six kilograms.

“There were some people who exercised but I think the majority of people didn’t. There’s just this herd mentality—you all go out drinking together and you don’t exercise together.”

Dr Gail Trapp, a lecturer in exercise physiology at UNSW, has been involved with a number of studies and surveys of student health at UNSW. She says poor lifestyle choices and unsatisfactory physical fitness are far from exclusive to those living on campus.