

College English Textbook Series

大学英语系列教材

—— 总主编 李小辉 张梅 主审 欧玲 ——



College English

New Reading 2

主 编 / 杨郁梅 孙 凌
副主编 / 邓 春 彭 见

大学英语阅读新教程

2



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内容提要

《大学英语阅读新教程 2》是根据教育部颁布的《大学英语课程教学要求》编写而成的。该教材以提高学生英语阅读技能为宗旨,配以根据大学英语四、六级考试最新题型编写的练习作为学生阅读能力的训练和检测,旨在逐步培养学生的阅读技能和良好的阅读习惯以及阅读方式,提高学生的英语阅读能力。同时,帮助学生通过有效阅读来获取知识、拓宽视野。该教材由 8 个单元组成,每个单元以阅读技能为主线,通过阅读文章的引入,然后对各个微技能的讲解,并用实例来详细阐述其在阅读过程中的应用。本教材可作为大学英语一、二年级阅读课程教材使用,也可用作学生的课外补充学习资料,还可作为具有相应水平的学生和英语爱好者提高英语阅读能力的自学课本。

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前 言

《大学英语阅读新教程》是根据《大学英语课程教学要求》，针对目前大学生因缺乏阅读技巧而造成阅读效率普遍低下的现实，结合大学英语四、六级考试最新题型编写的教材，旨在提高大学生的英语综合阅读能力。其编写特色如下：

一、注重选材的真实性和时效性

所选材料来自近期英美主流报刊杂志上“原汁原味”的原版语料，语言规范。主题涉及学生学习和生活、当前人类社会普遍关注的热点问题等，具有一定的现实意义。这些阅读材料不但能帮助学生获取知识、拓宽视野，而且有助于培养学生的批判性思维能力。

二、突出阅读技能的培养

遵循 skill-oriented 的编写原则，每个单元均以阅读微技能为标题，便于查找所需技能，使学生能充分运用有效的阅读技能更好地理解文章。各微技能的编排由浅入深，第 1 册主要介绍最基本的阅读技巧，如快速查找信息、区分文章细节等；第 2 册强调深层阅读技巧，如判断句子之间的关系、理解文章的组成结构、判断作者的态度、区分事实和观点、批判式阅读等。这种螺旋式上升的编排方式便于学生各项技能的逐层建构和综合运用能力的逐步发展。

三、兼顾考与学的需求

阅读选材和练习设计一方面遵照《大学英语课程教学要求》中的阅读要求，另一方面参照全国大学英语四、六级考试的最新题型，力求让学生通过本教材的学习，熟悉并了解四、六级考试模式，掌握应试技巧，检测自己的阅读水平。

四、课堂教学和自主学习相结合

本教材既可作为课堂教学教材使用，也可作为学生课外自主学习的资源选择。

《大学英语阅读新教程》分为 1、2 两册，每册按微技能设计安排 8 个单元。在教材的编写过程中，编者参阅了大量的真实语料，选择既符合教学要求，又体现真实语言应用的素材。在此，谨向编者致以衷心感谢！

由于时间仓促，水平有限，书中难免存在一些不足和缺点，敬请各位同仁和同学不吝批评指正，以便再版时修订，使之日臻完善！

编 者
2017 年 6 月

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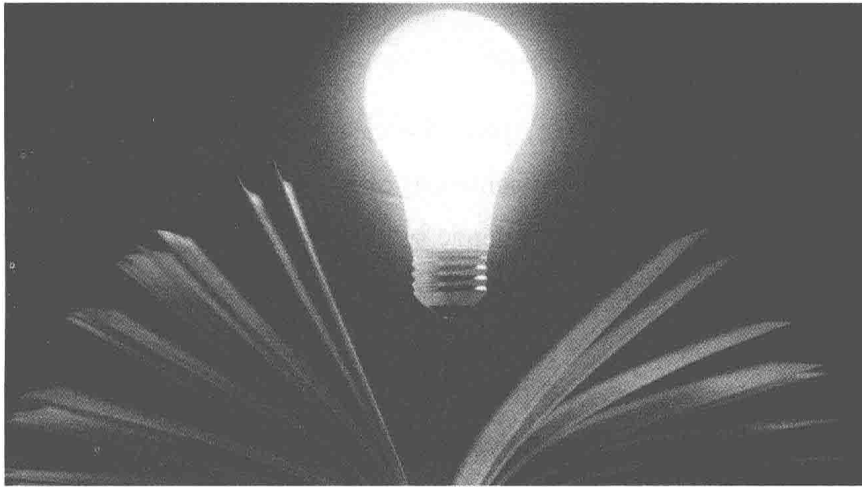
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Unit

One



Part 1 Reading Skill: Understanding the Relationship Within Sentences

● Section A Exploratory Reading ●

Example

Read the following sentences and figure out the relationship between the sentences. Write your answers in the brackets.

1. a. Running may help to protect against heart disease and other health problems. Running may also help you live longer. ()
- b. Mrs. Obama has worked to put healthier foods in schools and urged young people to exercise. And she has partnered with large companies like Nike, which makes athletic

clothing and running shoes. ()

Explanations

Conjunctive adverbs (连接副词) such as “furthermore, in addition, and, also, moreover” show that the relationship between the sentences or ideas is “addition”.

2. a. We all know that exercise is good for your health. But some kinds of exercise may be better than others. ()
- b. Doctors have been warning for years that secondhand smoke leads to many types of illness. However, many children around the world live in areas where adults regularly smoke. ()

Explanations

Conjunctive adverbs such as “but, yet, whereas, however, nevertheless, nonetheless” show that the relationship between the sentences or ideas is “concession or transition”.

3. a. Researchers took 60 adults and randomly split them into three groups of 20. Then they gave the groups three different types of “listen-and-repeat” learning conditions. ()
- b. The number one step is to avoid using gas generators in any enclosed environment like indoor space. The second is that we can encourage people to put small carbon monoxide detectors in their home environments. ()

Explanations

Conjunctive adverbs such as “first, to start with, in the first place, to begin with, next, then, in the second place, secondly, finally, to conclude, lastly, in conclusion” show that the relationship between the sentences or ideas is “logic sequence”.

4. a. During your flight, get up and walk around or stretch every so often. After you land, avoid heavy exercise near bedtime. ()
- b. She has been living in the United States for the past eight years. Before that, she lived in Italy for two years. ()

Explanations

Conjunctive adverbs such as “during, after, before, since, subsequently, currently” show that the relationship between the sentences or ideas is “time sequence”.

5. a. The World Health Organization says people around the world are eating more sugar. As a result, it says, health problems related to weight gain and tooth damage are

increasing. ()

- b. Strangers are more likely to carry new bacteria than acquaintances. Hence, of available choices of toothbrush partner, a postman came off worst, and a lover best. ()

Explanations

Conjunctive adverbs such as “as a result, hence, therefore, thus, consequently, for this purpose” show that the relationship between the sentences or ideas is “cause and effect”.

6. a. It’s one thing to understand the principle; it’s another to put it into practice. Likewise, it’s one thing to talk about your dreams; it’s another to take actions to make it happen. ()
- b. Don’t tell too many jokes in your speech. Similarly, try not to talk too much about yourself or your company at the beginning of a speech. ()

Explanations

Conjunctive adverbs such as “just as, likewise, similarly” show that the relationship between the sentences or ideas is “similarity”.

7. a. When a company has grown and prospered and people start to sell their shares to others who want to buy them, a \$1 share often costs more than \$1. On the other hand, if a company is not doing very well, its shares may sell for their stated value or less than the stated value if it is doing badly. ()
- b. The countryside in the south is green and lush. In contrast, the terrain in the north is dry and desert-like. ()

Explanations

Conjunctive adverbs such as “contrarily, conversely, in contrast, instead, on the other hand” show that the relationship between the sentences or ideas is “contrast”.

Reading Skill: Understanding the Relationship Within Sentences

A conjunctive adverb is an adverb that connects two independent clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships. They also cue the listener or reader to pay attention, because more supporting evidence is forthcoming.

Conjunctive adverbs can only be used to connect independent clauses, and are one of several methods of doing so. Conjunctive adverbs also do not exclude the possibility of having a dependent clause making a *compound-complex* (并列复合句) sentence. As with other

types of adverbs, conjunctive adverbs may be moved within the sentence or clause they appear in.

Conjunctive adverbs can be grouped according to function. Here are some of the conjunctive adverbs and their functions.

Addition	furthermore, in addition, and, also, moreover
Concession or transition	but, yet, whereas, however, nevertheless, nonetheless
Logic sequence	first, to start with, in the first place, to begin with, next, then, in the second place, secondly, finally, to conclude, lastly, in conclusion
Time sequence	during, after, before, since, subsequently, currently
Cause and effect	as a result, hence, therefore, thus, consequently, for this purpose
Similarity	just as, likewise, similarly
Contrast	contrarily, conversely, in contrast, instead, on the other hand
Clarification	namely, that is (i. e.), in other words

● Section B Trying Your Hand ●

Consolidation Exercise

Read the following passage and choose the correct conjunctive adverb for sentences 1)-6) according to the above explanations.

Reliability and validity are key concepts in any form of enquiry. Reliability is a measure of consistency. 1) *Furthermore/For example*, if a clock is sometimes fast and sometimes slow, it is unreliable. If a questionnaire produces different results for the same group of people each time it is used, then the questionnaire is unreliable.

Validity is a measure of truth. It is possible for a questionnaire to be highly reliable yet invalid, like a clock which is always ten minutes slow. 2) *In contrast/In other words*, a clock which is always right provides a valid and reliable measure of time. Similarly, a questionnaire which really measures what it claims to measure is a valid questionnaire. We can assess how valid our questionnaire is by comparing its results with an independent measure. 3) *In addition/For instance*, if we ask people how often they visit their local theatre and then check the results against ticket sales, we will know how valid our questionnaire is. 4) *However/Because* independent measures are themselves often unreliable and of low validity. 5) *Furthermore/Consequently*, in many cases there are no independent measures. 6) *In*

other words/However, a “true” answer does not exist.

Answers

- 1) For example
- 2) In contrast
- 3) For instance
- 4) However
- 5) Furthermore
- 6) In other words

Part 2 Reading Comprehension

● Section A Reading in the Context ●

Read the following passage with ten missing words. Learn to guess the meanings of them from the context and then select one word for each blank from the list of choices given in a word bank following the passage. Each word can be used only once.

America has a water problem. To put it simply, the national network for providing safe, clean water is falling apart. This state of affairs 1 more than our drinking water supplies. Water is used in every sector of industry, grows our food, affects our health and props up our energy system.

The price of this 2 will be high. In Flint, Mich., the mayor has estimated that it will cost as much as \$1.5 billion to fix or replace lead pipes. We need to do this to improve water quality, protect natural ecosystems and ensure a 3 supply for our cities, agriculture and industry.

The problem is a result of many 4, including old, leaky pipes; *archaic* (过时的) pricing; and a remarkable lack of data about how much water we use.

In cities across the country, billions of gallons of water 5 every day through leaky pipes. Houston alone lost 22 billion gallons in 2012. The water system is facing double difficulties. It has reached the end of its service life just as climate change and population growth have increased its burdens. No wonder the civil engineers society gave the nation’s drinking water systems a grade of D in 2013.

Wastewater treatment systems are also in 6 need of upgrading. Flooding strains

treatment plants and sewer systems in many older cities, causing them to discharge untreated sewage whenever rainfall or snowmelt overwhelm them.

Droughts also endanger water supplies, 7 cities in the West to reach farther or dig deeper to get their water. Outside Las Vegas, Lake Mead, fed by the Colorado River, was recently measured at 39 percent of 8.

These problems are compounded by an *antiquated* (陈旧的) system of regulations, *dysfunctional* (功能失调的) water markets, policies that encourage overpumping, and contracts that discourage conservation by requiring customers to pay for water they don't use. These approaches depress investment and 9 innovation.

To fix our water systems, we need prices that lead to more 10 water use and invite needed investment, data to track water resources and usage, and much more research and development.

A. neglect	F. independent	K. causing
B. capacity	G. forcing	L. enhance
C. presents	H. rational	M. serious
D. disappear	I. attention	N. inhibit
E. reliable	J. factors	O. threatens

● Section B Reading and Matching ●

Read the following passage with ten 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.

Five Myths About Obesity

[A] The obesity *epidemic* (流行病) is among the most critical health issues facing the United States. Although it has generated a lot of attention and calls for solutions, it also has served up a super-sized portion of myths and misunderstandings.

[B] The first myth is if you're obese, blame your genes. As obesity rates have soared, some researchers have focused on individuals' genetic *predisposition* (易患病的体质) for gaining weight. Yet, between 1980 and 2000, the number of Americans who are obese has doubled — too quickly for genetic factors to be responsible.

- [C] So why do we eat more than we need? The simple answer: Because we can. At home and at restaurants, a dollar puts more calories on our plates than ever before. Before World War II, the average family spent as much as 25 percent of its total income on food — in 2011, it was 9.8 percent. And people eat out now more than in the past. In 1966, the average family spent 31 percent of its food budget dining away from home — in 2011, it was 49 percent. Restaurant meals usually have more calories than what we prepare at home.
- [D] Meanwhile, the food industry has developed tens of thousands of products with more calories per bite. We should blame these business practices, which are modifiable, for obesity rather than our genes, which are not.
- [E] The second myth is if you're obese, you lack self-control. According to a 2006 study, "research on restrained eating has proven that in most circumstances dieting is not a feasible strategy." Unfortunately, this *puritanical* (严格的) view of personal resolve plays down how our surroundings and mental state determine what we eat.
- [F] In one study, for example, people asked to choose a snack after memorizing a seven-digit number were 50 percent more likely to choose chocolate cake over fruit salad than those who had to memorize a two-digit number. When adults in another study were asked to sample a variety of foods after watching a television show with junk-food commercials, they ate more and spent a longer time eating than a similar group watching the same show without the junk-food ads. In the same study, children ate more goldfish crackers when watching junk-food commercials than those who saw other ads. Even the most *vigilant* (警惕的) may not be up to the task of controlling their impulses.
- [G] The third myth is that lack of access to fresh fruits and vegetables is responsible for the obesity epidemic. The Obama administration's Healthy Food Financing Initiative is meant to help low-income communities that lack access to fresh food. Although the US Department of Agriculture estimates that fewer than 5 percent of Americans live in these "food deserts," about 65 percent of the nation's population is overweight or obese. Since we are buying more calories than we need, eating healthfully could be made more affordable by eliminating unnecessary cheaper low nutrient foods and substituting higher quality foods that may be slightly more expensive.
- [H] Obesity is usually the consequence of eating too much junk food and consuming portions

that are too large. People may head to the produce section of their grocery store with the best intentions, only to be confronted by candy at the cash register and chips and soda at the end of aisles. Food retailers' impulse-marketing strategies contribute significantly to obesity across the population, not just for those who do not live near a green grocer or can't afford sometimes pricier healthy choices.

- [I] The fourth myth is the problem is not that we eat too much, but that we are too *sedentary* (久坐的). First lady Michelle Obama's "Let's Move" campaign is based on the idea that if kids exercised more, childhood obesity rates would decline. But according to the Centers for Disease Control and Prevention, there was no significant decrease in physical activity levels as obesity rates climbed in the 1980s and 1990s. In fact, although a drop in work-related physical activity may account for up to 100 fewer calories burned, leisure physical activity appears to have increased, and Americans keep tipping the scales.
- [J] There is compelling evidence that the increase in calories consumed explains the rise in obesity. The National Health and Nutrition Examination found that people take in, on average, more than 500 more calories per day now than they did in the late 1970s, before obesity rates accelerated. That's like having Christmas dinner twice a week or more. It's nearly impossible for most of us to exercise enough to burn off these excess calories.
- [K] The fifth myth is that we can conquer obesity through better education about diet and nutrition. According to a physicians' health study, 44 percent of male doctors are overweight. A study by the University of Maryland School of Nursing found that 55 percent of nurses surveyed were overweight or obese.
- [L] Even with more information about food, extra-large portions and sophisticated marketing messages undermine our ability to limit how much we consume. Consider Americans' alcohol consumption: Only licensed establishments can sell spirits to people older than 21, and no alcohol can be sold in vending machines. Yet there are very few standards or regulations to protect Americans from overeating.
- [M] In the 19th century, when there were no controls on the quality of drinking water, infectious disease was a major cause of death. Similarly, if Americans did not live in a world filled with buffets, cheap fast food, soft drinks with corn *syrup* (糖浆), and too

many foods with excess fat, salt and sugar, the incidence of obesity, heart disease, high blood pressure and *diabetes* (糖尿病) probably would *plummet* (陡降). Education can help, but what's really needed is regulation — for example, limits on marketing that caters to our addiction to sugar and fat.

- _____ 1. For most of us, obesity is not related to access to more nutritious foods, but rather to the choices we make in convenience stores and supermarkets where junk-food marketing dominates.
- _____ 2. Research shows that if we are overwhelmed with too much information or absorbed, we have a tendency to surrender to poor dietary choices.
- _____ 3. In addition, new and effective marketing strategies are encouraging us to buy and consume more than necessary.
- _____ 4. If people who provide health care cannot control their weight, why would nutrition education alone make a difference for other?
- _____ 5. Once standards were established, the number of these fatalities declined.
- _____ 6. It wouldn't be a problem if we stuffed ourselves only once a year, but all-you-can-eat feasts are now available all the time.
- _____ 7. Approximately 30 percent of supermarket sales are from such end-of-aisle locations.
- _____ 8. Our world has become so rich in temptation that we can be led to consume too much in ways we can't understand.
- _____ 9. In other words, people won't lose weight by trying to eat less because they can't easily control themselves.
- _____ 10. People who eat out more frequently have higher rates of obesity than those who eat out less.

● Section C Reading in Depth ●

Read the following passages carefully and then finish the tasks below.

PASSAGE 1

People have always sought knowledge, men like Galileo, Newton and Descartes began to search systematically for ways to understand and control their environment. The scientific revolution, followed by the *Enlightenment* (启蒙运动), marked a fundamental shift. Humans

were no longer searching for ways simply to fit into a natural or divine order, they were seeking to change it. Once people found ways to harness energy — using steam engines — they were able to build machines that harnessed far more power than any human or horse could ever do. The rise of these machines drove the Industrial Revolution, and created a whole new system of life. Today the search for knowledge continues to produce an ongoing revolution in the health and wealth of humankind.

We are sometimes reluctant to believe in progress. But the evidence is unmistakable. The management of major economies has gotten markedly better in the last few years. Careful monetary policy has *tempered* (缓和) the *boom-and-bust* (交替循环) economic cycles of the industrial world, producing milder recessions and fewer shocks. Every day one reads of a new study comparing nations in everything from the Internet penetration to inflation. All these studies and lists are symbols of a learning process that is accelerating, reinforcing the lessons of success and failure. Call it a best-practice world.

I realize that the world I am describing is the world of the winners. There are billions of people, locked outside global markets, whose lives are still accurately described as “cruel phrase”. But even here, there is change. The recognition of global inequalities is more marked today than ever before, and this learning is forcing action. There is more money being spent on vaccines and cures for diseases in Africa and Asia today than ever before in history. Foreign-aid programs face constant scrutiny and analysis. When things don’t work, we learn that, too, and it puts a focus either on the aid program or on local governments to improve.

This may sound overly optimistic. There are losers in every race, but let not the worries over who is winning and losing the knowledge race obscure the more powerful *underlying* (潜在的) dynamic: knowledge is liberating. It creates the possibility for change and improvement everywhere. It can create amazing devices and techniques, save lives, improve living standards and spread information. Some will do well on one measure, others on another. But on the whole, a knowledge-based world will be a healthier and richer world.

The caution I would make is not about one or another country’s deficiency of engineers or computers. These problems can be solved. But knowledge is not the same thing as wisdom. Knowledge can produce equally powerful ways to destroy life, intentionally and unintentionally. It can produce hate and seek destruction. Knowledge does not by itself bring