★第三版★

新 NEW HORIZON 视野大学英语

COLLEGE ENGLISH

主　编：冯　健
副主编：程时娟

2

阅读进阶教程

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

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前 言

阅读不仅是获取信息的主要手段，更是学习和掌握语言的有效途径。随着大学英语教学改革的深入，英语阅读技能和获取信息能力的培养、训练和提高已成为英语教学的重要环节。对于广大非英语专业的学生而言，英语阅读能力的培养不仅要依靠足够的阅读实践，还需要有效地掌握和运用阅读策略，改进阅读方法，循序渐进地提高阅读技能。

《新视野大学英语（第三版）阅读进阶教程》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，充分考虑学生现有的阅读能力，力图将阅读技巧训练和阅读实践有机地结合起来，同时兼顾信息、语言和技能三大目标，具有如下特点：

1. 结合当代大学生的知识结构、认知特点进行选材。所选文章以议论文和说明文为主，涉及英语国家的语言文化、风土人情、科学技术、教育思想、社会热点等方面，注重信息性、知识性、趣味性和启发性。

2. 练习设计科学合理，特别强调提升学生的英语阅读能力，遵循严格的编写原则，并与大学英语四、六级考试紧密结合，包括段落匹配题、信息填充题和多项选择题等。旨在加强学生阅读理解及获取信息的能力。

3. 难度循序渐进，本套书从选篇内容、选篇长度、练习设置等方面对阅读难度进行合理设计和有效控制，逐步提升难度。

4. 本套教材每册八个单元，每单元三篇文章，练习题型为段落匹配题、信息填充题或多项选择题。书末附两套大学英语四级考试阅读理解真题，供学生检测学习效果。

本教材既可供教师在课上开展阅读技能训练，检测学生学习效果；又可供学生进行课后自我阅读训练，培养自主学习能力。同时，也适用于大学英语四、六级考试的阅读理解练习。

由于编者水平和时间所限，教材中难免有疏漏之处，敬请各位专家、教师和同学批评指正。

编者

2018 年 7 月

Contents

Unit 1 Language in mission 1

Passage 1 Can I successfully learn a language online? 2

Passage 2 Inspiring students with learning disabilities to take up a language 5

Passage 3 Wanting it enough: why motivation is the key to language learning 8

Unit 2 College — the ladder to success? 13

Passage 1 The benefits of earning a college degree 14

Passage 2 The value of a college education 17

Passage 3 Is college worth it? 20

Unit 3 Discovery of a new life stage 25

Passage 1 Why generations think differently 26

Passage 2 Minding the gap 29

Passage 3 What is the difference between old generation and new generation? 33

Unit 4 Dance with love 37

Passage 1 The divorce surge is over, but the myth lives on 38

Passage 2 Cohabitation and marriage 41

Passage 3 The psychology of love that lasts for a lifetime 44

Unit 5 The money game 49

Passage 1 Significance of money 50

Passage 2 The history of money: from barter to banknotes 54

Passage 3 Similarities between health and money 57

Unit 6 Less is more 61

Passage 1 Why you must have time alone 62

Passage 2 No pain, no gain 65

Passage 3 How to grow old 68

Unit 7 Women: making a difference 73

Passage 1 Women in the workforce 74

Passage 2 If you think we think alike, think again 77

Passage 3 Role of women in society 80

Unit 8 Human rights vs. animal rights 85

Passage 1 Useful companions 86

Passage 2 Can pets make you happy? 89

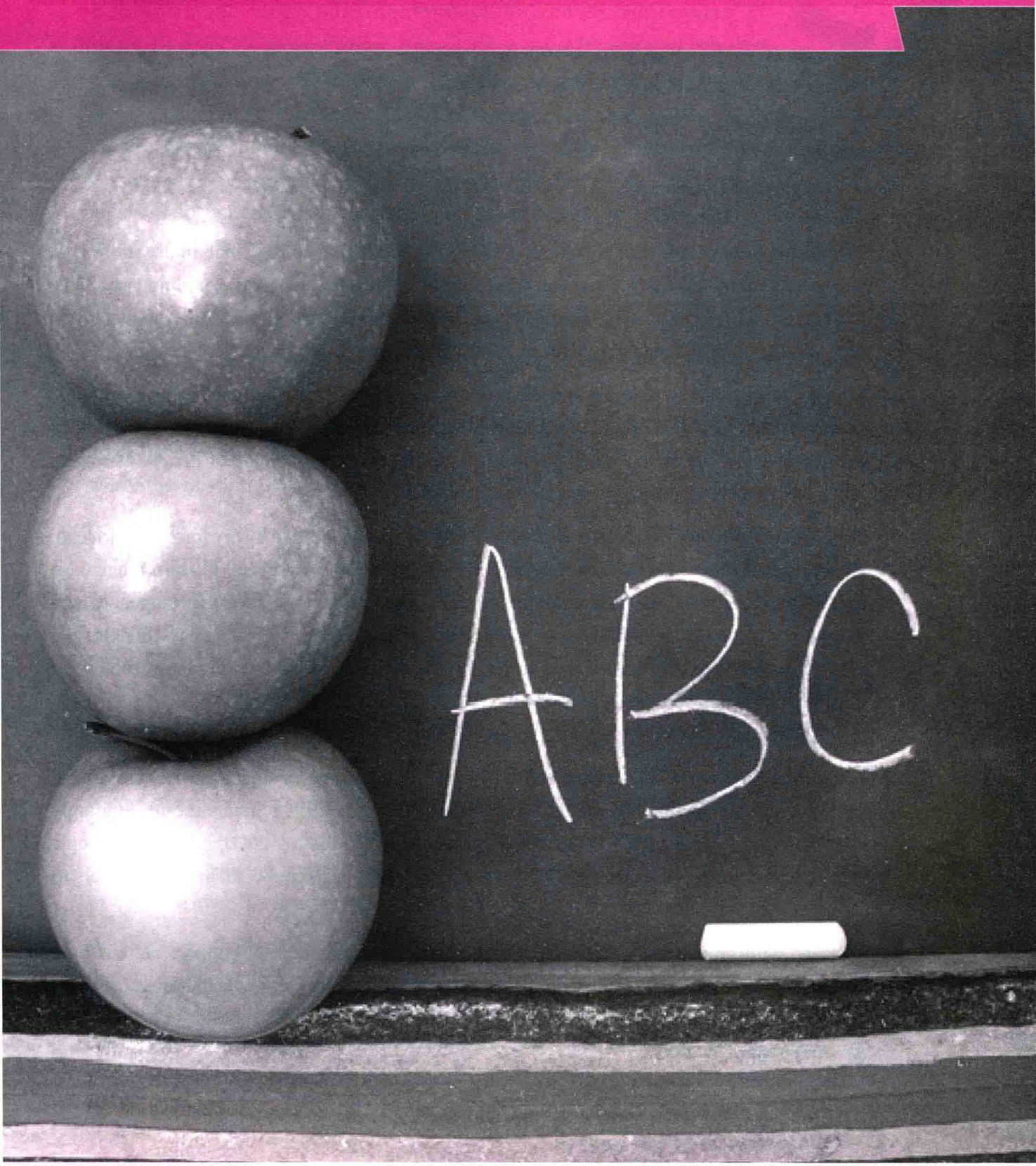
Passage 3 Do fish have feelings too? 92

2017 年 12 月大学英语四级考试阅读理解真题（一） 97

2017 年 12 月大学英语四级考试阅读理解真题（二） 104

Keys 111

1 Unit Language in mission



Passage 1

Directions: **In this section, 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.**

Can I successfully learn a language online?

A) "There are more people actively learning a language through Duolingo than in the entire U.S. public school system," says Luis von Ahn, founder of the free language learning app. Since its launch in 2012, more than 30 million people have downloaded the 2013 version of the app, which combined education with recreation and attracted new language learners.

B) The growth of technology for educational use has transformed the way in which people access education. This is particularly true for languages, an area in which the explosion of mobile apps and interactive software have provided a choice to a range of people who were previously unable to access foreign language education.

C) Luis says that when he founded Duolingo, he was determined to find a way for people to learn a language for free. "There's an irony that most of the people who need to learn a language don't have much money, but learning a language costs a lot." Free access to languages was something Luis had a personal interest in addressing: he grew up in Guatemala, where he was surrounded by people all trying to learn English, half of whom were failing to do so and the majority of whom could not afford it.

D) One of the big changes caused by tech is the demographic shift in language learners. Languages have long been associated with the elite, but now people from less privileged backgrounds are finding affordable ways to learn them. English remains the resoundingly most-in-demand language — the British Council estimates that by 2020, two billion people will be learning English across the world — due in a large part to the advantages it offers to the economic migrants.

E) To learn with online tools, users need a smart phone or an Internet connection, but Luis says that's not as unrealistic a scenario as it might seem. "In the lower middle classes of developing countries like Guatemala, people usually have a smart phone — a lower-end Android phone," he says.

F) Italki, the provider of online lessons with tutors in their native countries, also wants to see tech being used to make learning more accessible. Comparing the language learning social network to the sharing economies of startups such as Taskrabbit and AirBnB, italki's chief executive, Kevin Chen, says:"Our belief is that helping people connect, which means helping students that were previously unable to get access to native teachers, and teachers that were previously unable to teach students outside of their cities."

G) Rosetta Stone, the longstanding provider of language-learning software, has poured time and resources into its research of the market and concluded that mobile is the way forward. Rosetta Stone has added apps to its suite of language-learning tools. "Mobile is becoming the big disrupter to traditional self-paced learning," says Donavan Whyte, vice president of Europe, the Middle East and Africa (EMEA). "We're getting increases every week on the number of people accessing the app. People are so hooked on being mobile, whether that's an iPad or any other device they can lug around."

H) Luis says an unexpected result of Duolingo being an app is that it has attracted an unlikely type of users. Duolingo was designed to be like a game, and what the company has found is that many users aren't even necessarily diehard (铁杆的) language fans, they're just looking for an educational way to kill some time. "They're still procrastinating from something else, but at least it's somewhat useful," says Luis. "The truth of the matter is that learning a language takes months or years. We have to find a way to keep them interested and that's where the gamification came in."

I) For Whyte, technology is also making education more personalized. Users will be able to pinpoint their specific needs, be that tailoring a classroom lesson to the interests of a particular age group, or learning the basics for a holiday abroad. Chen says that technology is not only offering the personalization, but is encouraging users to take a more active approach to their learning. "There is a sense from italki students that they have to take responsibility for their own education," he says. "More and more students are trying non-traditional methods to educate themselves, and this has made it a great time to be an education technology startup."

J) While advances in tech may have created opportunities for more people to access education, the question remains as to whether it is actually possible to learn a language only using online tools. "It depends what you mean by learning a language," says Luis. "You can learn to the point where you can navigate and have relatively simple conversations but you probably won't be writing any great works of literature."

K) Whyte thinks that technology wouldn't remove the need to be very motivated to learn: "I think it is possible to learn a language on your own via some tech-based platform, but I think it would take you a long, long time and you would need to be very disciplined." Whyte and Chen agree that online tools are going to be most effective when used as one component of a bigger arsenal of learning tools. "Education should come from as many different sources as

possible," says Chen. "Education will be personalized for the students, so that they can learn in the most efficient way for them. For italki, we're just one piece of this ecosystem."

L) The Guardian wants to find out whether it is possible to learn a language only using online tools. Over the next six weeks, three writers will try to learn a language respectively using a piece of language-learning technology. Matt Hambly, deputy editor of *Esquire Weekly*, will be learning French with Rosetta Stone; Alan Haburchak, adjunct professor at Columbia Journalism School, will use Duolingo to learn Spanish; and freelance journalist Anna Parkin will be learning Russian with a Skype tutor. We're not expecting them to reach anything near fluency, but can they gain at least a basic grasp of a new language, and how will the experience of self-directed, tech-based learning work out for them?

(1,004 words)

_____ 1 After researching the market, Rosetta Stone drew the conclusion that it is a tendency to learn languages on cell phones.

_____ 2 A basic grasp of rather than fluency in a new language and the way language learning technology works will be what we expect.

_____ 3 Technological advancement has enabled more people to be educated, but it's not certain whether using online tools is the only approach to learn languages.

_____ 4 Technologies have made it possible for people from humble backgrounds to study languages.

_____ 5 In developing countries, smart phones make language learning accessible to people of lower middle class.

_____ 6 According to Luis von Ahn, free language learning app has attracted more language learners than in the public school system in America.

_____ 7 It is out of expectation that some people access language learning apps not for learning languages but for idling time away.

_____ 8 The development of technologies used for educational purpose has changed the way people learn languages.

_____ 9 In the motherland of Luis, most people were so poor that they could not afford to learn English.

_____10 Luis made language learning interesting in the hope of keeping learners' continual interests in language study, for it is time-consuming.

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Passage 2

Directions: In this section, 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.

Inspiring students with learning disabilities to take up a language

A) Jon Gore, now 25, was not diagnosed with dyslexia (读写困难) until after he'd struggled through French and German classes at school. "I always found the written part of it particularly hard," he says. "It's almost like a mental block when it comes to thinking what it is I need to say. I struggle with that in English, so when it comes to French and German, it's exacerbated."

B) Every year, thousands of language learners struggle with the additional challenge of a learning disability. In England alone, there are more than 229,000 school students with special education needs (SEN), with many going on to successfully take qualifications in French, Spanish and German.

C) SEN covers a wide range of learning disabilities, from mild dyslexia to severe, non-verbal autism. "There's not a one size fits all approaches for teaching languages to SEN students," says Wilson. "You have to look for the strengths rather than worrying too much about the weaknesses."

D) Dr. Judit Kormos of the University of Lancaster says that teaching methods should be adapted for dyslexic students, rather than taking them out of language classes. "Dyslexic students can learn another language quite successfully and they have to be given a chance. The teacher just needs to be aware of the dyslexia and teach slightly differently: much more visually, acting things out and explaining things a bit more explicitly than they would do to other students. Some people are more receptive to audio channels of learning, others to visual, so using a combination of the two can be really effective."

E) Gore agrees, saying that learning methods held him back before he was diagnosed. "I've learned languages since being diagnosed with dyslexia," he says. "I learnt quite a bit of Spanish last year when I went travelling. I learnt far more in a far shorter period of time than

I ever did with French or German in school, just because I had to listen and repeat it far more. If my school lessons had been taught with less reading and writing, I think I would have been able to pick up far more. I think the teaching format held me back more than my actual dyslexia."

F) "I have found that dyslexic students often lack confidence and self-esteem," says Kormos. "But they have to be convinced that, yes, they can do it and they can be successful. You also need to think about what it is they want the language for — many people want to learn a language for speaking, but not so much for writing. I have seen many, many successful students who can speak well, even if they can't write brilliantly. And in this modern world, we do speak a lot and we have spell-checkers and apps that recognize what we're trying to type. So I think you can set slightly different goals for dyslexic students, in terms of what they need to achieve."

G) Dr. Margaret Crombie agrees, suggesting that the written side of language learning can be played down if a dyslexic student is struggling. "Let them enjoy the language. Don't take away the written word, but maybe don't assess them by it. It can be a very stressful experience if you're struggling with it and it can knock your confidence."

H) For language learners with more severe disabilities, however, it can be easy to assume that learning a second language may be too challenging. But it's always worth letting people try, according to Sally Holmwood, who works at Indigo languages teaching SEN students. "I think everybody should have a chance to learn a language, but it's going to depend on the individual child. Obviously, if you've got a non-verbal autistic child, you're not going to be able to get them to speak in a foreign language."

I) "But you can still introduce them to foreign cultures — to the food, the clothes, the art. In one school I went to, they had a Spanish day and people brought in Spanish food. I remember one child who had quite a restricted diet, but he tried some quite spicy Spanish sausage and he seemed to really enjoy it. We've done things with games, mime, drama things and using lots of interactive Information and Computer Technology (ICT)."

J) David Wilson recalls how he approached teaching German to a boy with Asperger's Syndrome. Wilson taught the pupil one-on-one and would let him talk about Dr. Who for the first 10 minutes of the lesson. "You have to go through the obsession and enthusiasm to get them on side," he says. "The reward for me was that we worked hard for the rest of the lesson."

K) Willson added, "A child with autism really enjoys grammar — they like the regularity of it and the way it goes together. They often enjoy speaking the language less; a lot of them don't see the point. So, to some extent, you've got to do it on their terms. You've got to try to meet them halfway."

L) Even for pupils with the most severe disabilities, being exposed to another language could always be a positive experience. "On occasions, I've seen young people who are so turned off by the language that they don't want to go to school and it's affecting their wellbeing," says Crombie. "If it gets to that stage, then I think the time has come to ask whether it's worth it or not. But I would always let everyone have a try."

M) Sally Holmwood agrees, pointing to the story of Carly Fleischmann, who eventually learned to communicate after years. "It brings it home that you don't necessarily know how much a child has understood, just because they're not verbally telling you that they've understood. You can't underestimate them."

(946 Words)

_____ 1 It's worthwhile to let children learn a foreign language though sometimes they may feel frustrated because of their disabilities about learning languages.

_____ 2 Gore holds that if school lessons had provided more opportunities to listen and speak, rather than read and write, he would have picked up more languages.

_____ 3 Holmwood thinks that the chance to learn a foreign language should be equal to everybody, yet it is still up to the individual.

_____ 4 If teaching methods were adapted, dyslexic students could learn a foreign language fairly well.

_____ 5 It is suggested by Dr. Margaret Crombie that evaluation might be a pressure and it can discourage dyslexic students.

_____ 6 Different aims can be set for dyslexic students based on what they want to acquire.

_____ 7 Sometimes, children may not tell you how much they have learned about a language, but they may finally learn to communicate years later.

_____ 8 SEN involves sorts of learning disabilities and there's no universal approach for teaching languages to all SEN students.

_____ 9 According to Sally Holmwood, foreign cultures can be introduced to SEN students and she has done a lot with various interactive activities.

_____ 10 As autistic children tend to like grammar more than speaking, we should cater for their individual interests.

Passage 3

Directions: **In the following article, some sentences have been removed. Choose the most suitable one from the choices listed from A to H to fit into each of the numbered gaps. There is ONE which does not fit in any of the blanks.**

Wanting it enough: why motivation is the key to language learning

Second language professionals, after explaining what we do for a living, are inevitably asked "What's the fastest / best / most foolproof method for learning a language?" Some of us would like to answer: Find a language partner, meaning, go to the country and fall in love with someone who speaks only the language you want to learn and not yours. ___1___

Most people find that learning another language after childhood is hard. Although not everyone who is motivated to learn manages to succeed, most people who do achieve a high level of success also turn out to be very strongly motivated.

Researchers who study the relationship between language learning and motivation explain that some learners are "intrinsically" motivated. These learners might want to learn a language to a higher level so that they can understand their grandparents who live in another country and are getting older. Or they might want to teach their children a second language because they want them to have the cognitive and social advantages of being bilingual.

___2___ In practice, of course, people tend to have a variety of reasons, both intrinsic and extrinsic, for why they want to learn, and different aspects motivate them at different times.

Professors Robert Gardner and Wallace Lambert conducted pioneering work in studying motivation; they point out the importance of other qualities, such as aptitude. Based on their research in officially bilingual Canada, they noted that some learners are integratively motivated to learn a language, meaning they feel an affinity for it, so they want to get to know people who speak that language, and often they are also interested in the culture associated with the language. This is similar to intrinsic motivation.

Instrumental motivation, on the other hand, kicks in where people primarily want to learn a language for practical reasons, such as gaining a salary bonus or getting into the university,

similar to extrinsic motivation. It has been shown to be less powerful in language learning success.

Of course, people's motivation can change. Professor Zoltán Dörnyei from Nottingham University has pointed out that "every different psychological perspective on human behavior is associated with a different theory of motivation". His own model is known as the "L2 motivational self system", and it focuses on learners' abilities to envision an ideal future for themselves as positive, competent and successful second language speakers.

___3___ So, motivation fluctuates as it is impacted by various factors in real time, moment to moment. A learner's motivation levels can go up or down depending on how motivated, or interested, or involved their conversational partners are (these might be native speakers, or fellow learners and their instructors in classrooms). In other words, motivation can be contagious.

It can also be influenced by the task that learners are undertaking and how interesting and engaging it is. Deborah Tannen, professor of linguistics at Georgetown University and author of several best-selling books, says that "each person's life is lived as a series of conversations". When asked how this applies to learning a language, Tannen notes that "wanting to have certain kind of conversations, with people one knows or wants to know, can be a huge motivator in learning a new language". She follows this up with a personal example. ___4___

Dörnyei and his colleagues have recently carried out classroom research, finding that learners who can construct ideal self-images as successful second language speakers are better able to reach their goals. They need to have a clear roadmap of tasks and strategies to follow in order to do this, and Dörnyei makes the analogy between teaching a language and creating a training plan for an Olympic athlete. ___5___

What about learners who are strongly motivated to learn a language but still don't succeed? Some of us just don't have strong aptitude for language learning. We might be good at other things, such as science, art, music or sports. Researchers traditionally look at the relationships among different kinds of aptitude and language learning outcomes. More recent approaches have started to study exceptionally successful second language learners — the rare few who end up sounding just like native speakers — to understand their particular cognitive skills.

These are your working memory, which can be thought of as how you hold a phone number in your head before you write it down, your associative memory, or how well you connect new and known information, and how strong your mechanisms are for implicit learning, which can be seen as the ability to figure out patterns in information. If you have these aptitude skills, along with high levels of various types of motivation, you're most likely to succeed, especially if you have access to instruction that has been tailored to match your abilities and interests.

__6__ As the evolutionary psychologist, linguist and best-selling science author Steven Pinker has pointed out in these pages, "our behavior is a result of neurophysiological activity in the brain. There is no reason to believe that there is any magic going on." The idea of people being hard wired for second language learning is fascinating and, perhaps, appealing in that it might be used to get some of us off the hook if our language learning journey is less successful.

(857 Words)

A However, what about those of us who aren't lucky enough to have this constellation of aptitude and motivation, or access to good instruction?

B Dörnyei's model also recognizes that motivation is dynamic rather than static.

C The researchers investigated English academic reading proficiency in monolingual and immigrant students.

D In academic terms, what we are recommending is that people make the most of something that is crucial for language learning — motivation.

E Although her first husband, who was Greek, spoke English fluently, Tannen had to learn Greek in order to communicate with his mother, a woman she came to love deeply.

F "Like sports coaches," he explains, "instructors should take the perspective of trainers and cheerleaders, helping learners to imagine themselves in their ideal L2 personae and thus leverage their motivation to better their learning outcomes."

G "Extrinsic" motivation, in turn, stems from outside sources, such as a student needing to pass a test in order to satisfy a language requirement.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

More to know

1 Language is the amber in which a thousand precious and subtle thoughts have been safely embedded and preserved. —*Richard C. Trench*

语言是一块琥珀，许多珍贵和精妙的思想一直完好无损地保存在里面。

——理查德·特伦奇

2 Language is the dress of thought. —*Samuel Johnson*

语言是思想的外衣。

——塞缪尔·约翰逊

3 Since language is as necessary an instrument of our thought as a horse is of a knight, and since the best horses are suited to the best knights, the best language will be suited to the best thoughts. —*Dante*

正如马匹之于骑士，语言是表达思想所必需的工具；亦如千里良驹才配得上最优秀的骑士，最睿智的思想才能衍生出最优美的语言。

——但丁

4 Language, the most valuable single possession of the human race. —*Charles Francis Hockett*

语言是人类独有的最珍贵的财富。

——查尔斯·弗朗西斯·霍凯特

5 Kindness is the language which the deaf can hear and the blind can see. —*Mark Twain*

善良，是一种世界通用的语言，它可以使聋人听见，盲人看到。

——马克·吐温

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