

第三版
THIRD EDITION

NEW HORIZON COLLEGE ENGLISH

新视野大学英语 4

主 编 杨新亮

拓展阅读教程

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

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图书在版编目 (CIP) 数据

新视野大学英语 (第三版) 拓展阅读教程. 4 / 杨新亮主编; 李梦莉等编. —
北京: 外语教学与研究出版社, 2017.8
ISBN 978-7-5135-9390-8

I. ①新… II. ①杨… ②李… III. ①英语—阅读教学—高等学校—教材
IV. ①H319.37

中国版本图书馆 CIP 数据核字 (2017) 第 203302 号

出版人 蔡剑峰
责任编辑 张荣婕
执行编辑 杨芳莉
封面设计 彩奇风
版式设计 梁东
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 北京铭传印刷有限公司
开本 787×1092 1/16
印张 9.5
版次 2017 年 8 月第 1 版 2017 年 8 月第 1 次印刷
书号 ISBN 978-7-5135-9390-8
定价 31.90 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
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举报电话: (010) 88817519 电子邮箱: banquan@fltrp.com
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中咨律师事务所 殷斌律师
物料号: 293900001

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。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）拓展阅读教程》是十二·五规划教材《新视野大学英语（第三版）读写教程》的配套教材。本教材的编写遵循英语教学的阶段性和循序渐进的原则，依据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。全套教材共分四册，每个分册包含八个单元。每个单元包括围绕同一话题的三篇文章，选篇题材广泛，体裁多样，涵盖了社会生活、历史地理、风俗人情等方面内容，以反映现实生活为主，有助于激发学生的学习热情，引导学生自主学习。四个分册之间的难度衔接合理，有利于学生逐步提高阅读能力，并培养综合运用语言的能力。

本教材的练习设置遵循先易后难、循序渐进的原则，每单元包括以下题型：信息匹配题、信息填空题、多项选择题和段落匹配题。针对学生阅读学习中的薄弱环节和提高思辨能力的实际需要，做到有的放矢，同时兼顾四、六级考试改革后的新题型和要求，不仅训练学生的阅读能力，同时引导学生思考相关问题，在提高语言能力的同时也培养其思辨能力。为了确保完成阅读练习，建议采取课内与课外相结合的方式，鼓励学生课外自主学习，加强教师对学生自主学习的指导。

本教材供非英语专业大学一、二年级学生使用，也可作为参加各类英语考试备考的自学材料，或供广大英语学习者提高阅读能力使用。

本册主编为宁波大学杨新亮，编者为李梦莉、马钊。

由于时间所限，教材难免还有不够完善之处，我们真诚地欢迎各位同行专家、教师及同学们批评指正。

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Life and logic

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.

Self-help: forget positive thinking, try positive action

- A) For years self-help gurus (专家) have preached the same simple mantra (箴言): If you want to improve your life then you need to change how you think. Force yourself to have positive thoughts and you will become happier. Visualize your dream self and you will enjoy increased success. Think like a millionaire and you will magically grow rich. In principle, this idea sounds perfectly reasonable. However, in practice it often proves ineffective.
- B) Hundreds of self-improvement books encourage readers to close their eyes and imagine their perfect selves; to see themselves sitting in a huge office at the top of the corporate ladder, or sipping a cocktail as they feel the warm Caribbean sand between their

toes. Unfortunately, research suggests this technique does not work. In one study led by Lien Pham at the University of California, students were asked to spend a few moments each day visualizing themselves getting a high grade in an upcoming exam. Even though the daydreaming exercise only lasted a few minutes, it caused the students to study less and obtain lower marks. In another experiment led by Gabriele Oettingen from New York University, graduates were asked to note down how often they fantasized about getting their dream job after leaving college. The students who reported that they frequently fantasized about such success received fewer job offers and ended up with significantly smaller salaries.

- C) Why should this be so? Maybe those who fantasize about a wonderful life are ill-prepared for setbacks, or become reluctant to put in the effort required to achieve their goal. Either way, the message is clear — imagining the perfect you is not good for your life. However, when it comes to change, the message is not all gloom and doom. Decades of research show that there is indeed a simple but highly effective way to transform how you think and feel. The technique turns common sense on its head but is grounded in science. Strangely, the story begins with a world-renowned Victorian thinker and an imaginary bear.
- D) Working at Harvard University in the late 19th century, William James, brother of the novelist Henry James, was attracted to the unconventional, often walking around campus sporting (炫耀) a silk hat and red-checked trousers, and describing his theories using amusing prose (“As long as one poor cockroach feels the pangs (伤心) of unrequited love, this world is not a moral world.”) This

unconventional approach paid off. First published in 1890, James's two-volume magnum opus (杰作) *The Principles of Psychology* is still the required reading for students of behavioral science. Towards the end of the 1880s, James turned his attention to the relationship between emotion and behavior. Our everyday experience tells us that your emotions cause you to behave in certain ways. Feeling happy makes you smile, and feeling sad makes you frown. Case closed, mystery solved. However, James became convinced that this common-sense view was incomplete and proposed a radically new theory. James hypothesized that the relationship between emotion and behavior was a two-way street, and that behavior can cause emotion. According to James, smiling can make you feel happy and frowning can make you feel sad. Or, to use James's favorite way of putting it: "You do not run from a bear because you are afraid of it, but rather become afraid of the bear because you run from it."

- E) James's theory was quickly relegated to the filing drawer marked "years ahead of its time", and there it lay for more than six decades. Throughout that time many self-help gurus promoted ideas that were in line with people's everyday experience about the human mind. Common sense tells us that emotions come before behavior, and so decades of self-help books told readers to focus on trying to change the way they thought rather than the way they behaved. James's theory simply didn't get a look-in.
- F) However in the 70s psychologist James Laird from Clark University decided to put James's theory to the test. Volunteers were invited into the laboratory and asked to adopt certain facial expressions. To create an angry expression participants were asked to draw down their eyebrows and clench their teeth. For the happy expression

they were asked to draw back the corners of the mouth. The results were remarkable. Exactly as predicted by James years before, the participants felt significantly happier when they forced their faces into smiles, and much angrier when they were clenching their teeth.

- G) Subsequent research has shown that the same effect applies to almost all aspects of our everyday lives. By acting as if you are a certain type of person, you become that person — what I call the “As If” principle. Take, for example, willpower. Motivated people tense their muscles as they get ready to spring into action. But can you boost your willpower by simply tensing your muscles? Studies led by Iris Hung from the National University of Singapore had volunteers visit a local cafeteria and asked them to try to avoid temptation and not buy sugary snacks. Some of the volunteers were asked to make their hand into a fist or contract their biceps (二头肌), and thus behave as if they were more motivated. Amazingly, this simple exercise made people far more likely to buy healthy food.
- H) The researchers then turned their attention to the chemicals coursing through the volunteers’ veins. Those power posing had significantly higher levels of testosterone (睾酮), proving that the poses had changed the chemical make-up of their bodies.
- I) The As If principle can even make you feel younger. Harvard psychology professor Ellen Langer has conducted many high-profile experiments; one of her most striking involved using the As If principle to turn back the hands of time. In 1979 Langer recruited a group of men in their 70s for a “week of reminiscence (回忆)” at a retreat outside Boston. Before the study started, Langer tested the men’s strength, posture, eyesight and memory. She then encouraged the men to act as if they were 20 years younger. When they arrived at the retreat, for

instance, there was no one there to help them off the bus and they had to carry their suitcases inside. In addition, the retreat had not been equipped with the type of rails and other movement aids they had at home. After unpacking, everyone was assembled in the main room of the retreat. Surrounded by various objects from the 50s, including a black-and-white television and a vintage radio, Langer informed the participants that for the next few days all of their conversations about the past had to be in the present tense, and that no conversation must mention anything that happened after 1959.

- J) Within days, Langer could see the dramatic effect of behaving As If. The participants were now walking faster and were more confident. Within a week several of the participants had decided that they could now manage without their walking sticks. Langer took various psychological and physiological measurements throughout the experiment and discovered that the group now showed improvements in dexterity (灵活度), speed of movement, memory, blood pressure, eyesight and hearing. Acting as if they were young men had knocked years off their bodies and minds.
- K) More than a century ago William James proposed a radically different approach to change. Decades of research has shown that his theory applies to almost every aspect of everyday life, and can be used to help people feel happier, avoid anxiety and worry, fall in love and live happily ever after, stay slim, increase their willpower and confidence, and even slow the effects of aging. So sit up straight and take a deep breath. It is time to rip up the rule book and embrace the truth about change.

(1,288 words)

- _____ 1. Students of behavioral science are required to read the Victorian thinker's works in volumes.
- _____ 2. Remarkable effect of As If behavior was demonstrated in the participants.
- _____ 3. Further studies indicated that behavior-caused emotions can take place in all areas of our daily lives.
- _____ 4. Henry James' hypothesis was demoted to an idea of secondary importance.
- _____ 5. The great Victorian thinker put the conventional idea in the way that behavior can result in emotion.
- _____ 6. The world-known thinker in the late 19th century is the first to identify the simple effective way to change how you think and feel.
- _____ 7. Put the self-help books on the shelves, and believe in the radical applied new theory about change.
- _____ 8. Positive dream to increase happiness and success is proved ineffective in a study.
- _____ 9. Those over 70 years old were encouraged to behave as if they were in their 50s to test the effect of As If principle.
- _____ 10. James' radical new theory was tested and proved until the second half of the last century.

Passage 2 ▶

Directions: You are going to read a passage with 10 questions. For questions 1-7, choose 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.

Destructive faults in our way of thinking

The human mind is wonderful and powerful, but it's far from perfect. There are several common judgment errors that it's prone to making. In the field of psychology these are known as cognitive biases, or fallacies (谬误) in reasoning.

Over the past few months I've become fascinated by these biases and fallacies, so I've read several books about them. Today I want to share some of them with you. They are the ones I repeatedly notice myself and those closest to me struggling with. My hope is that you will use the information in this article to pinpoint these destructive patterns in your own thinking, and break free from them before they send you spiraling down the wrong path.

Negative self-fulfilling prophecies. A self-fulfilling prophecy is a prediction that motivates a person to take actions that cause the prediction to come true. This kind of thinking often tears relationships apart and causes people to fail at their goals. Here are two typical examples: 1) A man believes that his relationship with his new girlfriend is "never going to last". So he stops putting effort into the relationship, pulls away emotionally, and a month later the relationship fails. 2) An intelligent undergraduate in the field of health convinces herself that she "doesn't have what it takes" to become a doctor, so she never completes the prerequisites for medical school, and thus never

becomes a doctor.

Only taking credit for positive outcomes. This destructive thinking pattern occurs when we take full credit for our success, but deny responsibility for our failure. A perfect example of this can be witnessed in school classrooms across the globe. When students receive a good grade, they often attribute it to their intelligence and their excellent study habits. But when they get a bad grade, they attribute some of their failure to a bad teacher, an unfair set of test questions, or a subject matter that “isn’t needed in the real world anyway”. The bottom line is that in order for a person to grow emotionally, they must be willing to take full responsibility for all of their actions and outcomes — success and failure alike.

Believing we are immune to temptation. We have far less control over our impulsive desires than we often believe. Sex, food, and drug addictions are extreme examples of this. Many addicts believe they can quit anytime they want, but in reality they are simply lying to themselves. But you don’t have to be an addict to be vulnerable to temptation. Lots of smart people end up impulsively giving in to temptation simply because it’s the easiest way to get rid of it. It sounds ridiculous, but it’s true. If someone wants to get rid of sexual desire, the easiest way is to have sex. If someone wants to get rid of hunger pain, the easiest way is to eat. Restraining from impulsive behavior in the face of temptation is not easy; it takes a great deal of self-control. So be careful, because when we have an inflated sense of control over our impulses, we tend to overexpose ourselves to temptation, which in turn promotes the impulsive

behavior we want to avoid.

Passing a broad judgment from an isolated incident. An inaccurate first impression is a decent example of this one. It's about our natural human tendency to evaluate a person or situation from a bird's eye view, and then presume to know enough to pass a reasonable judgment. This happens a lot in the corporate working world. A newer employee might show up late to work after experiencing legitimate car trouble, but their boss immediately becomes suspicious that they are not committed and responsible, and treats them as such for several weeks thereafter. The obvious solution here is to look at the big picture before you start pointing fingers or making assumptions.

Believing we can control the uncontrollable. This thinking fallacy occurs when people begin to believe that they have some kind of direct influence or power over an external event that is completely random. It is especially evident in the minds of amateur gamblers; especially those who have had a recent string of good luck. For example, if you flipped a coin and asked someone to guess heads or tails, and they got it right ten times in a row, they might begin to believe that their good luck is confirmation that they have control over the outcome of each flip. But the truth is that there is always a 50% probability of their answer being correct, and their ten guesses were pure luck.

Ignoring information that does not support a belief. Psychologists commonly refer to this as the confirmation bias. We as human beings naturally tend to look for information that confirms and supports our beliefs, and we tend to overlook information that does not. We are selective in the evidence we choose to collect so that we don't have to challenge our way of thinking, because it's easier not to. This

destructive thinking trap is very common, and it can have detrimental (有害的) effects on our productivity when we make big decisions based on false information.

Beginner's optimism. Beginner's optimism is the human tendency to underestimate the time required to complete an unfamiliar task. It occurs due to a lack of planning and research on behalf of someone who is excited about doing something they have never done before. In other words, when we get assigned a new task that we are anxious to get started on, instead of delaying the start time to accurately evaluate the level of difficulty and resources required, we simply guess and begin. Thus, our expectation of the workload is based on raw optimism instead of past experience and reliable data. And it all backfires on us a little later when we find ourselves knee deep in work we are unprepared for.

Rebelling simply to prove personal freedom. Although more common in children, this thinking fallacy can affect people of any age. It's basically a person's urge to do something they have been told not to do, for fear that their freedom of choice is being taken away from them. This person may not even want to do whatever they are doing to rebel; however, the simple fact that they are not supposed to do it motivates them to do so anyway. The tactic of reverse psychology is a commonly used method of exploiting this thinking fallacy in others.

Judging a person's capabilities based solely on the way they look. This happens thousands of times a day worldwide when one person assumes something about another person based on their immediate appearance. For example, someone might see a tall, well-groomed man in his early fifties, wearing a business suit, and

instantly assume he is successful and reliable, even though there is zero concrete evidence to support this assumption. Bottom line: You can't judge a book by its cover.

Trying to diminish losses by continuing to pursue a previous failure. Sometimes called the sunk cost fallacy, this is a thinking fault that motivates us to continue to support a previously unsuccessful endeavor. We justify our decision to continue investing in this failed endeavor based on our cumulative prior investment, despite new evidence suggesting that the cost, starting today, of continuing to pursue it outweighs the expected benefit. The logical thing to do would be for us to cut our losses and change our course of action. However, due to the sunk costs we have already invested, we feel committed to the endeavor, so we invest even more time, money and energy into it, hoping that our additional investment will reverse the outcome. But it never will.

(1,282 words)

1. To achieve one's goal as predicted, one should _____.
 - A) plan a self-fulfilling prophecy in an intelligent way
 - B) take actions positively even though they are intelligent
 - C) put in little effort if he or she is intelligent
 - D) be motivated to pull away the relationship with a girlfriend

2. Smart people are impulsively tempted because they _____.
 - A) can quit lying to themselves
 - B) can find the easiest way to control their desires
 - C) are overexposed to the temptation of sex and food
 - D) believe in their great deal of self-control of impulsive behavior

3. It is easy for the young to rush to a new task because they _____.
 - A) tend to underestimate it in a seemingly familiar way
 - B) are excited about the well-planned research
 - C) are optimistically anxious to get started on with accurate workload evaluation
 - D) tend to do it on raw optimism instead of past experience and reliable data
4. Reverse psychology is common in children in that _____.
 - A) they are urged to do things as if they are free
 - B) children are easily affected in rebelling against adults
 - C) it is a child's urge to rebel for fear that they may lose the freedom of choice
 - D) it is easy for psychologists to exploit the thinking fallacy as a tactic
5. According to the passage, we have to judge a person _____.
 - A) in a big picture rather than simply on the way they look
 - B) at a bird's eye view instead of the way they appear
 - C) just as a book with an attractive cover
 - D) on the assumption that they are successful and reliable
6. We can avoid further losses _____.
 - A) by supporting a previously unsuccessful endeavor
 - B) through investing more in our cumulative prior endeavor
 - C) in pursuing the expected benefit with additional investment
 - D) through changing our course of action from the failed investment
7. According to the passage, the purpose of the passage is _____.
 - A) telling young readers the wrong way of thinking
 - B) informing readers of the detrimental patterns in thinking to avoid spiraling down a wrong path
 - C) warning readers against the wrong way of thinking to ensure success of investment
 - D) considering the wrong sides of thinking to avoid errors in interpersonal relationships
8. An emotionally successful student must be responsible for his or her good or bad grade: _____.