

大学外语类教材

总主编 李荫华

第二版

全新版大学英语 New College English

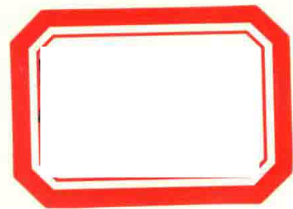
长篇阅读

Reading Longer Texts

2

主编 郭杰克

教育部推荐使用大学外语3



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New College English

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前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材（学生用书、教师手册、教学辅助用书等）、多媒体课件（助学光盘、电子教案、题库等）和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能学英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应该加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself(2014年本书重印时,根据2013年国家四、六级考题调整后的题型及时作了相应变动),以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念外语网络教学平台)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1-6册)(每册由8个单元组成)

听说教程(1-6册)(每册由14个单元组成)

阅读教程(高级本)(1-6册)(每册由8个单元组成)

阅读教程(通用本)(1-6册)(每册由8个单元组成)

快速阅读(1-6册)(每册由8个单元组成)

长篇阅读(1-4册)(每册由8个单元组成)

上述各教程中,1-4册供修读一般要求的学生使用,5-6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读和长篇阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

二

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材、普通高等教育“十一五”国家级规划教材,和“十二五”普通高等教育本科国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的

经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要（2010—2020年）》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本) 60%以上的文章是重新选用的。《阅读教程》(通用本) 也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。2015年，系列教材中新增《长篇阅读》，可有效地帮助学生熟悉和参加国家级考试。如今修订工作已完成，各教程第二版陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副总编、严凯和孙玉副社长、高等教育事业部谢宇主任和综合事业部主任梁泉胜等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

编者的话

在网络和多媒体十分发达的今天，阅读仍然是学好英语和打好英语基础的主要途径。如《全新版大学英语》系列教材中的《快速阅读》中有篇文章“Reading — the Most Important Way to Learn English”，其中指出，通过阅读输入大脑中的大量句子是今后说和写的话语基础。阅读也是学习单词的最佳途径。在阅读过程中学习单词是个很自然的过程，学生在阅读过程中不断接触新的词汇，从上下文深刻领会它们的意义和用法，很快就能掌握并持久不忘。不论是母语还是外语，大量阅读是学好一门语言的关键。但要培养学生大量阅读的习惯，所提供的阅读材料应能引起他们的兴趣，使他们能坚持不懈地读下去。因此，本教程在选材方面，尽量选些既能激发学生兴趣，又能开阔视野、扩大知识面、启发思考的文章。作为阅读教材，特别注重所选体裁和题材的多样化，以引起学生的兴趣，培养他们适应阅读各类文章的能力，丰富他们的语言知识。教程中所选体裁不仅有一般阅读教材常见的科普小品、人物传记，还有些小故事和回忆录，使教程内容丰富、语言生动、可读性强。

本教程是根据《关于大学英语四、六级考试题型调整的说明》中阅读理解部分新设立的长篇阅读测试题型的要求而组织编写的。

从理论上讲，长篇阅读介乎精读和快速阅读之间。其和精读相似之处在于，在长篇阅读时，要对篇章进行多层次的理解，不仅要求了解篇章的大意，还要求了解段落大意和句子大意；或者了解词语在文中的意思和用法，以达到对段落或全篇的透彻了解。和快速阅读相似之处在于，根据CET对阅读理解部分的答题要求，篇章的阅读是在限时的条件下进行的。因此，答题时学生需运用略读，“全景式”地通览全文，又要运用寻读技巧寻找所需要的具体信息。

本教程用以检测读者阅读理解能力的题型主要为一些高端大规模英语考试，如大学英语四、六级考试和英国的IELTS Academic Reading Test所采用的信息匹配题。信息匹配题的特点是考核读者在篇章和段落层次上的阅读理解能力，要求读者能快速找出与每题所含信息相匹配的段落。这种信息包括识别段落的主旨、段落中的事实或论点之间的关系，找出具体的细节，如例子、原因、说明或小结等。这种题型侧重考查的是在有限时间的要求下对于较长篇章的理解和信息定位能力。但从阅读能力的角度来讲，它强调的仍然是快速地阅读和理解英语篇章的能力。

本教程有部分篇章采用了多项选择题。多项选择题能考核较高层次的认知过程和不同形式的思维方式，因而可有效地检测读者对所读篇章的多层次、多范畴的理解能力，所以多项选择题型常用于检查读者是否理解所读的篇章。本教程除主要采用信息匹配题和多项选择题考核学生是否读懂有关篇章外，其另一个特点是运用这两种题型去帮助学生理解篇章中的难点。

本教程以主题为单元，引导学生就某一个话题从不同的侧面去论述或描绘，促进学生对问题的思考和关注。全书共分八个单元，每个单元由四个篇章组成。学生在使用本教程时，建议对每单元的头两篇文章细读，以熟悉信息匹配题的答题要求和答题方式。读第三篇时，则可以快速阅读的方式进行阅读并答题。本教程第一册和第二册的阅读平均速度分别为每分钟90词，第三册和第四册的阅读平均速度为每分钟100词。

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UNIT 1

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Text - 4 What Is Intelligence, Anyway?

Personal Benefits of Foreign Language Study

- A** For a long time Americans tended to think that knowing English was sufficient for all their needs. As a result, Americans developed an image as the people who cannot say even the most simple sentence in any other language. Fortunately, however, many business, political, and educational leaders have increasingly come to realize that the whole world does not speak English, and that even many of those who have learned English as a second language prefer to converse, to do business, and to negotiate in their native tongue.
- B** Not long ago learning a foreign language was considered to be merely a part of a liberal education or an intellectual exercise through the study of grammar and literature. It was automatically assumed that anyone studying a foreign language as a major field was going to be either a teacher, an interpreter, or a translator and had no other career options. There is still a need for people in those professions. There is also a growing need for individuals who possess advanced skills in foreign languages and are trained in various technical areas. This is a result of increased activity in international business, the inflow of large amounts of foreign capital to the United States, increased internationalization, and an expanded awareness of the need to conduct not only business but also diplomatic relations in the language of the host country.
- C** A second language is now becoming a vital part of the basic preparation for an increasing number of careers. Even in those cases where the knowledge of a second language does not help graduates obtain a first job, many report that their foreign language skills often enhance their mobility and improve their chances for promotion.
- D** In addition to any technical skills that foreign language students choose to develop, they also have further tangible (实际的) advantages in the job market. In a recent study that sought to ascertain which college courses had been most valuable for people who were employed in the business world, graduates pointed not only to career-oriented courses such as business management, but also to people-oriented subjects like psychology, and to classes that had helped

them to develop communication skills. Foreign language students, whose courses focus heavily on this aspect of learning, often possess outstanding communication skills, both written and oral. Furthermore, recent trends in the job marketplace indicate a revived recognition of the value of liberal arts training in general in an employee's career preparation.

What about foreign language and travel abroad?

E It is a very common and growing desire of Americans, perhaps especially among young people, to travel abroad. Only a generation or two ago people rarely ventured beyond their home states, but now, as the planet shrinks at an unprecedented pace, large numbers of people travel to other North and South American countries, to Europe, and even to Asia and Africa with increasing frequency for both work and pleasure.

F Certainly it is possible to travel in foreign lands without knowing the language. In fact, as much as our generation travels, for many it would be impossible to learn the language spoken in every country that they might visit. Nevertheless, the traveler who knows the language of the country not only has an easier time solving everyday problems associated with travel, but also has a more pleasant experience and greater understanding both of the people of the foreign country and of their culture. Therefore, every language Americans master will enhance their enjoyment and reduce their frustration and isolation as they travel around the world.

How can foreign language study help improve cultural understanding and mutual communications?

G As the globe has shrunk, international business opportunities have multiplied and travel has grown apace. Mutual understanding and meaningful communication between nations, which have always been difficult to achieve, have now gained increased urgency. As a result, significant numbers of people in the United States have begun to call for better international understanding, and many of them have been urging more foreign language study as an important means to attaining this goal. Such warnings are eminently well-founded, because the study of another language provides the most effective tool for penetrating the barrier of a single language and a single culture. Furthermore, experience with another culture enables people to achieve a significantly more profound understanding of their own.

H Knowledge of a foreign language is not guaranteed to create empathy (共鸣) with and understanding for the native speakers of the language. However,

the development of these qualities in individuals with a desire to understand and empathize is greatly facilitated by language study. Furthermore, foreign language study tends to help dissolve misconceptions and often helps to create feelings of sympathy for native speakers of the language, especially if the study is begun early and pursued for a long period of time.

Does foreign language study help to develop mental ability or improve grades?

- I There was a time in the United States when learning a foreign language was regarded primarily as a mental discipline for developing intellectual capacity. Even though it is now clear that language learning has numerous applications of both a practical and a humanistic (人文的) nature, researchers as well as language educators still recognize that spin-off benefits accrue (随……而增加) from foreign language study for other academic areas. For example, as Eugene Saviano stated, “The person who has never comprehended, spoken, read or written a language other than his mother tongue has little or no perspective on his own language, ...he has never penetrated the rich areas of learning and experience lying beyond monolingual (单语的) communication.”
- J For many decades researchers have attempted to reinforce with empirical evidence the intuitive sense of the value of foreign language study in improving the cognitive functioning of the brain, and many research projects have provided support for these ideas, particularly that foreign language study enhances a student’s achievements in English. For example, one researcher found that students who had taken a foreign language in high school had a significantly higher grade point average in all high school subjects as well as in freshman English courses in college. In addition, data from the Admission Testing Program of the College Board show a definite positive correlation between Scholastic Aptitude Test (SAT) scores and the study of foreign languages.
- K The College Board also calculated correlations between length of study of certain subjects, including English, math, biological sciences, physical sciences, and social studies, and SAT scores, and found that in almost all cases the longer a student studied one of these subjects, the higher were the scores. However, the verbal scores of students who had taken four or five years of a foreign language were higher than verbal scores of students who had studied any other subject for an equal length of time. Similar results have been obtained by other researchers who have examined foreign language study and SAT scores.

L A number of studies in bilingual (双语的) education also seem to lead to the conclusion that foreign language study can aid and even accelerate the cognitive development of the brain. Bilingual subjects in various tests have outperformed similar monolingual subjects on verbal and nonverbal tests of intelligence. This discovery has led some researchers to speculate that bilinguals may have a language ability that enables them to achieve greater mental flexibility. Along with the certainty that people who know more than one language and culture can communicate more effectively with people of other countries and cultures, it is indeed possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options.

1,265 words

Comprehension Exercise

Each of the following statements contains information given in one of the paragraphs of the passage above. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Answer the questions by marking the corresponding letter in the blank.

- _____ 1. Over time, researchers have tried to use observational evidence to support the belief that learning a foreign language has a positive effect on a person's ability to process thoughts.
- _____ 2. People in the field of language education are aware of the extra advantages gained from learning a foreign language for other areas of learning.
- _____ 3. There is a likelihood that bilinguals are better at providing answers to social problems because they are able to view things in a wider perspective.
- _____ 4. At one time it was believed that job opportunities for foreign language majors were very limited.
- _____ 5. Employers have come to realize again the advantages of prospective employees having a degree in the liberal arts.
- _____ 6. The superior performance of bilinguals in intelligence tests has led people to infer that bilinguals might be more flexible mentally because of their language ability.
- _____ 7. Knowing a foreign language will help Americans deal with the annoying aspects of travelling abroad and also lessen their feeling of isolation, making the experience more enjoyable.
- _____ 8. Many college graduates say that knowing a foreign language makes it easier for them to take on jobs abroad and increases their chances of professional advancement.
- _____ 9. Knowing another language will help us appreciate and identify with people who speak that language.
- _____ 10. Learning a foreign language is the most efficient way of freeing ourselves from the restraints of our native language and culture.