



普通高等教育“十三五”应用型人才培养规划教材

大学英语

阅读教程 二

主 编 ◎ 许颖红 黄伶燕

COLLEGE ENGLISH
FOR READING COURSE

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主 编 ◎ 许颖红 黄伶燕

副主编 ◎ 曾 文 简丽英 张绍兵

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前言 Preface

《大学英语课程教学要求》(简称《课程要求》)明确了大学英语教学的目标,强调培养学生的英语交际能力,提高综合应用语言能力。在英语学习中,阅读是提高英语交际及综合应用能力的重要手段和途径。从语言学习的规律来看,英语应用能力的提高是建立在大量语言输入尤其是大量阅读基础之上的。只有提高英语阅读能力,才能相应提高听、说、写、译的能力。

在改革后的全国大学生英语四、六级考试方案中,阅读理解分为仔细阅读和快速阅读,仔细阅读又分为多项选择和选词填空,阅读能力的测试题型多样,这就对学生的阅读能力提出了更高的要求。

我们主编的这本《大学英语阅读教程(二)》较好地适应了这一趋势。全书内容编排均以《课程要求》及大学生英语四、六级考试的出题脉络为依据,选取与大学生生活、学习以及未来工作有关的具有很强实用性的语篇为素材,主题涉及语言、性别、信息安全与文化、旅行与探险、求职、心理健康、教育与学术成就、成功等主题,取材广泛,内容新颖,语料规范地道,并折射了社会发展需要,体现了英语语言时代的特色与魅力。

全书共八个单元,每单元均由相关题材的美文赏析、阅读技能训练以及扩展阅读组成。我们编写这本阅读教程,旨在使学生在阅读一般性题材的英语文章基础上,能进行一定的分析、推理、判断,掌握英语阅读策略和技能,促进其语言应用能力的提高。与此同时,还能帮助学习者开阔视野、改善思维、增强跨文化意识。

本教程所选文章大多出自英美国家著名报刊、书籍或网站,注重语言质量、文化内涵,是一部微型百科全书,为读者提供了不同领域的知识背景,融知识性、趣味性和可读性于一体。可作为高等院校各专业一年级学生的大学英语课程教材使用,同时也可供其他英语学习爱好者参考。

本书在编写过程中得到编者所在学校领导及老师们的大力支持与帮助,在此,向他们表示衷心的感谢。编写组的老师们于百忙中编选此书,难免有疏漏之处,恳请广大师生提出宝贵意见,以期在修订中完善。

编者

2016年6月

目录 Contents

Unit 1 language	(1)
Text Language Learning	(1)
Exercises	(8)
Further Reading	(17)
Unit 2 Gender	(22)
Text The Two Types of Women in Law School	(22)
Exercises	(27)
Further Reading	(37)
Unit 3 Informative Security and Culture	(42)
Text “Blink” Technology	(42)
Exercises	(49)
Further Reading	(57)
Unit 4 Adventure and Travel	(62)
Text Helicopter Moms vs. Free-Range Kids	(62)
Exercises	(68)
Further Reading	(77)
Unit 5 Job Hunting	(79)
Text Bosses Say “Yes” to Home Work	(79)
Exercises	(85)
Further Reading	(93)

Unit 6 Psychological Health	(97)
Text The Leader	(97)
Exercises	(103)
Further Reading	(111)
Unit 7 Education and Academic Achievement	(113)
Text Top of the Class	(113)
Exercises	(120)
Further Reading	(129)
Unit 8 Success	(131)
Text Obama's Success Isn't All Good News for Black Americans	(131)
Exercises	(137)
Further Reading	(145)
Keys	(148)

Unit 1

language



Text

Language Learning

Language Learning Methods

There are a number of language learning methods one can employ to speed up the process of learning a new language. The success of a particular method is based on a number of factors, including age, personality, budget, and the amount of time one has to spare. What works for one person might not work for another, and therefore it is worth

considering each of the three methods set out below to determine the method best suited to your circumstances.

1. The Good Old – Fashioned Image Recall Technique

This classic method of language learning forms the **premise** of the famous Rosetta Stone Software^[1] and can be practiced alone at home, by either buying a program or simply using free resource websites. The idea is that you look at images and hear the native word for that image at the same time, thus developing a mental association between the two. If successful, when you **attempt to** recall the word at a later date, the image will appear in your mind and **affirm** the correct choice of word. While the image-recall technique has proved highly successful, recent research has shown that this language learning method works best for children, primarily because at a young age the mind is like a “sponge” soaking up images and their associated words. However, the research suggests that teenagers and adults learn far better by using their own language as a tool for learning. And also suggests that adults require a diverse approach to learning to ensure stimulate and **optimize** the learning process.

2. Group Interaction—Word Repetition

Group interaction represents the traditional classroom learning environment. The language techniques taught in the classroom will vary but largely consist of word repetition as conducted by the teacher. However, it isn't necessarily the techniques taught in the classroom that make the difference in a person's success in picking up a language and gaining a solid level of **proficiency**. The classroom environment creates competition between individual learners, and therefore, in the majority of people, increases motivation to do well. The classroom environment also presents figure of authority. Generally, people don't like to let their teacher down and want to do the best they can in order to receive praise. Again, this is a key motivating factor in successful language learning.

3. Home Study Via Language Learning Software

Home study using language learning software has become the most popular way of learning a language in the modern day. There are a number of reasons for this, including study-time flexibility, a multi-faceted approach to learning and a far more **affordable** way to study than attending classes or hiring a tutor. The great thing about the newer language learning software platforms is that they utilize the best learning techniques and create an interactive package for the learner. For example, a teacher can be present through video to

motivate and engage as they would in the classroom; audio is provided for on the go learning via digital devices, and reading literature is provided to **diversify** the experience away from the computer. In many cases certificates are also awarded for progressing through levels, providing the learner with a sense of achievement, which is essential for optimizing success. A key factor in choosing language learning software is most certainly the price tag. When you calculate the cost of attending classes or hiring a tutor, the fact that you can go from a very basic level of proficiency to fluent using language learning software for under MYM150 is quite remarkable. **In light of** this, more and more people are choosing home study via language learning software as their preferred method of learning.

Are you Making These 8 Mistakes?

Learning any new language can be a daunting task for anyone. From memorizing new words to drilling down the grammatical rules, there is an unending list of things you have to look into to learn a new language.

New learners of a language sometimes make silly mistakes that only waste their time and hurt their confidence.

Revealed are the 8 grave mistakes that you should avoid when learning a foreign language:

1. Messing Up With Grammar

Grammar is the building block of any language. Therefore, when you **embark on** the journey of learning a new language, the first hurdle will always be the grammar, and this is also where most of the learners make mistakes. The rules of grammar are different in every language and getting a command over those rules is winning half the battle.

For new learners of any language, it is primarily important to know the different parts of speech along with their uses in sentence compositions. Whether it is English, Italian, French or Spanish, every language has its specific set of rules, and it is important to be fully aware of those rules.

2. Ignoring the Potential of Technology

The traditionalist approach to learning a new language is no longer applicable in this time and age. Gone are the days when you used to slog hours on writing down meanings of words or develop eyestrain by reading piles of books, grammar guides, dictionaries and **thesaurus**.

Today, you can easily find plenty of technological resources to boost your language

learning process. There are apps, online article or blogs and social forums where you can find a treasure trove of helpful guides on different languages.

3. Ignorance With the Culture of a Foreign Language

This is one of the common mistakes people make when learning a foreign language. Remember that a language is an **integral** part of culture. This is why it is important to get familiarized with the various facets of its root culture and civilization when you begin to learn a new language.

This includes everything from its people and history to art and craft. When you are familiar with these fundamental aspects of culture, then it gets a lot easier to fully understand a language and learn its usage.

4. Lacking a **Holistic** Approach

Learning a foreign language is not just about taking tuitions or reading books. In fact, it is about taking up every opportunity that can enrich your knowledge of your target language. Instead of relying merely upon increasing your vocabulary or improving grammar, you need to **immerse** yourself **in** everything that can grow your knowledge and skills, regardless if it calls for watching a movie, reading books, etc.

5. Underestimating the Role of Speaking and Listening

New learners of a language tend to resort to the reading and essay writing part which only **elongate** the learning process. Remember that a language has four core parts that include reading, writing, speaking and listening.

All these four components are interconnected with each other and demand your equal attention. Just because listening and speaking are time-consuming tasks, you cannot take them out from your daily learning schedule.

6. Relying Too Much on Learning Vocabulary

This is one of the most common mistakes of learning a foreign language. New learners of a foreign language often think that building vocabulary is the easiest ways to learn any new language.

Remember that learning a new language is not just about memorizing new words, it also includes various other important things that include sentence composition, punctuation usage, and pronunciation to name a few.

7. Working Too Hard to Learn the Language

Learning any language can be a fun thing at first. However, it gradually becomes a

boring thing to do when the learner finds it too hard to learn. Therefore, the learner would make **strenuous** efforts to get a command over it, which ultimately makes it even a more frustrating a task. This is why it is important that you spice up this task with interesting activities to keep yourself motivated towards learning more of it.

For example, you can listen to music or watch movies in your target language. Similarly, you can blog about your daily activities or befriend a native person of that language. Luckily, internet offers all these options without requiring any physical work from you.

8. Enrolling in an Institute That only Teaches You Grammar

Often, students make the mistake of enrolling in an institute that only stresses on grammar usage and offers nothing about the other aspects of a language. When learning a language, it is first important to immerse yourself in its vocabulary, sounds, phrases and slangs before jumping directly onto something as intricate and logical as grammar.

Therefore, you need to avoid enrolling in any such institutes that bank on teaching you grammar without making any different in other equally important parts of your target language.

Learning any new language is productive only when you avoid the above-mentioned 8 mistakes.

(1445 words)

Language points

1. **premise** *n.* 前提; 基础; 假设

Why should I agree with you on that **premise**?

我为什么必须同意你的那个前提?

If that **premise** is true then that conclusion is false.

如果那个前提是真实的,那么结论就是假的。

2. **attempt to** 试图, 企图

These books **attempt to** explain why that is, and what, if anything, should be done about it.

这些书试图解释为什么会那样,如果能做的话应该做什么。

"We shall **attempt to** answer it in this book," he wrote.

“我们将试图在这本书中回答这个问题”,他写道。

3. **affirm** *vt.* 肯定;断言

The ministry **affirmed** that the visit had been postponed.

部里证实访问已延期。

She **affirmed** that all was well.

她肯定地说一切都很好。

4. **optimize** *vt.* 使最优化,使完善

Most of us could do with some professional guidance on how to **optimize** our time.

我们大多数人在如何优化时间上可能需要一些专业指导。

As always, you should profile your code and **optimize** it when necessary.

一如既往的,你应该在必要的时候分析和优化你的代码。

5. **proficiency** *n.* 精通,熟练

I brought her **proficiency** up to the required level.

我把她的熟练程度提高到所规定的水平。

How do you think of your **proficiency** in written and spoken English?

你认为你的书面英语和口语熟练程度如何?

6. **affordable** *adj.* 可承受的,负担得起的

“It was very tasty, but the price was certainly not **affordable** for most people,” he says.

“东西非常美味,但价钱对于大多数人来说确实难以承受,”他表示。

A year ago, Congress asked for a plan that would provide **affordable** broadband service to all America's citizens.

一年前,美国国会计划要求,届时将对所有美国公民提供负担得起的宽带服务。

7. **diversify** *vt.* 使多样化,使变化;使丰富

The university **diversified** the educational program by introducing new subjects.

该大学引进新学科使教育计划多样化。

He **diversified** the company.

他为了扩大公司而使公司经营多样化。

8. **in light of** 根据,鉴于

Whether that is really the right approach with male customers is, **in light of** this research, a moot point.

根据这项研究,这是否真的是对待男性顾客的正确方式还是一个有争议的问题。

In general, the mentor influences what he or she can **in light of** personal experience,

passion, and the constraints of the workplace.

总的来说,指导者根据个人经验、热情和工作场所的约束条件影响他或她可以影响的东西。

9. **embark on** 从事,着手;登上船

Redundancy is the spur for many **embark on** new careers.

裁员促使很多人开始从事新事业。

She is about to **embark on** diplomatic career.

她即将开始外交生涯。

10. **thesaurus** *n.* 宝库;辞典;知识宝库;分类词汇汇编

The most extensive approach is a full **thesaurus**.

最广泛使用的方法是完整的辞典。

A **thesaurus** is the most complete description for a particular topic.

词典是对某个特定主题的最完整描述。

11. **integral** *adj.* 完整的,整体的;必须的

As an **integral** part of the contract, the inspection of goods has special importance.

作为合同里的一个组成部分,商品检验具有特殊的重要性。

If you manage your project from a good plan and an **integral** part of that plan is a good estimate—there is going to be significant cost savings.

如果您采用一个好的计划管理您的项目,其中一个完整的部分就是一个好的评估——那么您将能够节省大量的开销。

12. **holistic** *adj.* 整体的;全盘的,全面的

The **holistic** approach focuses on the search for relationships between all aspects of an issue or concern.

整体分析集中在搜索一个问题或关注点的所有方面之间的关系上。

It's **holistic** and it's everyone's concern, not just the realm of artistic types.

它站在整体的高度,考虑每个人所关心的问题,而非艺术的形式构成的世界。

13. **immerse oneself in** 埋头,专心致志于

Don't **immerse oneself in** the infliction too long.

不要长时间沉浸在痛苦经历中。

Only **immerse yourself in** producing, then make “marketing modern times disease” taking production concept as marketing tactics in the center.

只埋头生产,那么就是犯了以生产观念为中心营销策略的“市场营销近视症”。

14. **elongate** *vt.* 拉长;使伸长

That painting doesn't look like him. The face is too **elongated**.

那幅画不像他,脸太长了。

Corn is treated when the stalk starts to **elongate**.

在玉米秆开始拔节时,给玉米打药。

15. **strenuous** *adj.* 强烈的,费劲的,艰苦的

Greece, Spain and Italy all made **strenuous** efforts to qualify for the euro.

希腊、西班牙和意大利为力挺欧元都做出了艰苦的努力。

The **strenuous** exercise undergone could balance out the increased calories.

所进行的剧烈运动可以消耗掉增加的热量。

Notes

[1] Rosetta Stone Software 罗塞塔石碑(又名如师通),一款美国多媒体语言学习软件。

Exercises

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. You may not use any of the words in the bank more than once.

Culture is the sum total of all the traditions, customs, beliefs, and ways of life of a given group of human beings. In this 1, every group has a culture, however, savage, undeveloped, or uncivilized it may seem to us.

To the professional *anthropologist* (人类学家), there is no intrinsic 2 of one

culture over another, just as to the professional linguist there is no intrinsic *hierarchy* (等级制度) among languages.

People once thought of the languages of backward groups as 3 and undeveloped forms of speech, consisting largely of grunts and groans. While it is possible that language in general began as a series of grunts and groans, it is a fact established by the study of “backward” languages that no spoken tongue answers that description today. Most languages of uncivilized groups are, by our most severe standards, extremely complex, delicate, and ingenious pieces of machinery for the 4 of ideas. They fall behind our Western languages not in their sound patterns or 5 structures, which usually are fully adequate for all language needs, but only in their vocabularies, which 6 the objects and activities known to their speakers. Even in this department, however, two things are to be noted: 1. All languages seem to 7 the machinery for vocabulary expansion, either by putting together words already in existence or by borrowing them from other languages and adapting them to their own system. 2. The objects and activities requiring names and distinctions in “backward” languages, while different from ours, are often surprisingly 8 and complicated.

This study of language, in turn, 9 a new light upon the claim of the anthropologists that all cultures are to be viewed 10, and without ideas of rank or hierarchy.

(284 words)

Word Bank

- | | | |
|------------------|-------------------|----------------|
| A) savage | B) superiority | C) conceive |
| D) transfer | E) identification | F) grammatical |
| G) reflect | H) reveals | I) numerous |
| J) independently | K) exclusive | L) casts |
| M) sense | N) confidentially | O) possess |

Section B

Directions: In this section, you are going to read a 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. Each paragraph is marked with a letter. Answer the questions by matching the statements with the chosen paragraphs.

The International Language of Gestures

Paul Ekman, Wallace V. Friesen, and John Bear

- A) On his first trip to Naples, a well-meaning American tourist thanks his waiter for a good meal well-served by making the “A-Okay” gesture with his thumb and forefinger. The waiter pales and heads for the manager. They seriously discuss calling the police and having the hapless tourist arrested for obscene and offensive public behavior.
- B) What happened?
- C) Most travelers wouldn’t think of leaving home without a phrase book of some kind, enough of a guide to help them say and understand “Ja”, “Nein”, “Grazie” and “Où se trouvent les toilettes?” And yet, while most people are aware that gestures are the most common form of cross-cultural communication, they don’t realize that the language of gestures can be just as different, just as regional and just as likely to cause misunderstanding as the spoken word.
- D) Consider our puzzled tourist. The thumb-and-forefinger-in-a-circle gesture, a friendly one in America, has an insulting meaning in France and Belgium: “You’re worth zero”, while in Greece and Turkey it is an insulting or vulgar sexual invitation.
- E) There are, in fact, dozens of gestures that take on totally different meanings as you move from one country or region to another. Is “thumbs up” always a positive gesture? Absolutely not. Does nodding the head up and down always mean “Yes”? No!
- F) To make matters even more confusing, many hand movements have no meaning at all, in any country. If you watch television with the sound turned off, or observe a conversation at a distance, you become aware of almost constant motion, especially with the hands and arms. People wave their arms, they shrug, they waggle their fingers, they point, they scratch their chests, they pick noses.
- G) These various activities can be divided into three major categories: manipulators,

emblems, and illustrators.

- H) In a manipulator, one part of the body, usually the hands, rubs, picks, squeezes, cleans or otherwise grooms some other part. These movements have no specific meaning. Manipulators generally increase when people become uncomfortable or occasionally when they are totally relaxed.
- I) An emblem is a physical act that can fully take the place of words. Nodding the head up and down in many cultures is a substitute for saying, "Yes." Raising the shoulders and turning the palms upward clearly means "I don't know." or "I'm not sure."
- J) Illustrators are physical acts that help explain what is being said but have no meaning on their own. Waving the arms, raising or lowering the eyebrows, snapping the fingers and pounding the table may enhance or explain the words that accompany them, but they cannot stand alone. People sometimes use illustrators as a pantomime or charade, especially when they can't think of the right words, or when it's simply easier to illustrate, as in defining "zigzag" or explaining how to tie a shoe.
- K) Thus the same illustrator might accompany a positive statement one moment and a negative one the next. This is not the case with emblems, which have the same precise meaning on all occasions for all members of a group, class, culture or subculture.
- L) Emblems are used consciously. The user knows what they mean, unless, of course, he uses them inadvertently. When Nelson Rockefeller raised his middle finger to a heckler, he knew exactly what the gesture meant, and he believed that the person he was communicating with knew as well.
- M) The three of us are working on a dictionary of emblems. In looking for emblems, we found that it isn't productive simply to observe people communicating with each other, because emblems are used only occasionally. And asking people to describe or identify emblems that are important in their culture is even less productive. Even when we explain the concept clearly, most people find it difficult to recognize and analyze their own communication behavior this way.
- N) Instead, we developed a research procedure that has enabled us to identify emblems in cultures as diverse as those of urban Japanese, white, middle-class Americans, the preliterate South Fore people of Papua, natives of New Guinea, Iranians, Israelis and the inhabitants of London, Madrid, Paris, Frankfurt and Rome. The procedure involves three steps.