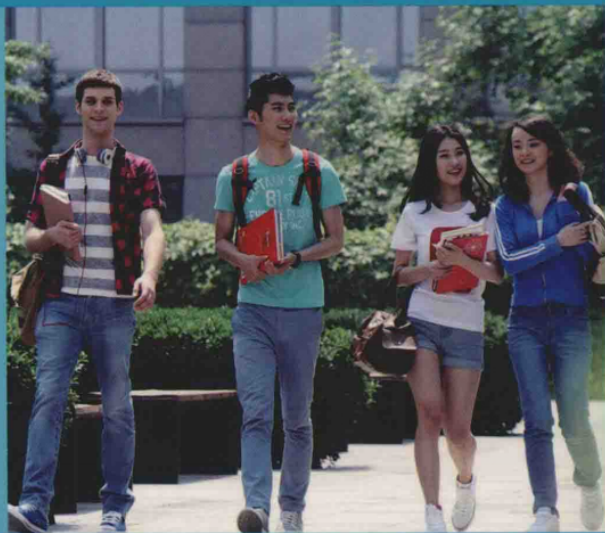


大学英语拓展课程系列

大学英语 阅读教程 (下)

张同乐 方传余 主编

College Reading



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復旦大學出版社

大学英语拓展课程系列

大学英语 阅读教程

(下)

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College Reading

 復旦大學 出版社

图书在版编目(CIP)数据

大学英语阅读教程.(下)/张同乐,方传余主编.—上海:复旦大学出版社,2013.8
ISBN 978-7-309-09985-0

I. 大… II. ①张…②方… III. 英语-阅读教学-高等学校-教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2013)第 182198 号

大学英语阅读教程(下)

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责任编辑/于文雍

复旦大学出版社有限公司出版发行

上海市国权路 579 号 邮编:200433

网址:fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

上海浦东北联印刷厂

开本 787×960 1/16 印张 16.5 字数 289 千

2013 年 8 月第 1 版第 1 次印刷

ISBN 978-7-309-09985-0/H·2157

定价:35.00 元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。

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前 言

大学英语的教学目标是培养学生的英语综合应用能力,而阅读能力的培养又是大学英语教学中的重中之重。董亚芬先生曾指出:“读写是我国英语教学的主攻方向。轻视读与写,听、说(尤其是说)只能沦为无源之水、无本之木。”基于此,编写一套选材广泛,内容新颖,熔阅读理论和实战练习为一炉,集知识性、实用性为一体的阅读教程乃为当今大学英语教学之所需。《大学英语阅读教程》正是为此目的编写而成的。

1. 编写依据及理念

《大学英语阅读教程》是以《大学英语课程教学要求》、《大学英语四级考试大纲》、《大学英语六级考试大纲》为依据,以建构主义理论为指导,并结合本科生的特点及英语水平而编写的。建构主义学习理论认为,学生是学习信息加工的主体,是意义建构的主动者,而不是知识的被动接收者和被灌输的对象;教师的作用要从传统的传递知识的权威转变为学生学习的辅导者、帮助者、促进者,而不是知识的提供者和灌输者;教师应帮助学生寻找合适的学习资源,同时对学生方法进行指导,最终使学生能够独立学习。《大学英语阅读教程》基于以上依据和理念,按照促进英语阅读能力发展的思维规律,从纷繁芜杂的英语阅读学习资源中筛选了适合大学生阅读心理和阅读水平的材料,旨在为阅读者提供多维度的学习素材,以此提高其自身的阅读能力。

2. 教材架构

《大学英语阅读教程》分为上、下两册,每册均有阅读材料 65 篇。为使阅读

者能够了解阅读的基本理论和阅读方法,编者精心编写了阅读理论篇,使阅读者能够在具体的阅读框架下熟悉解题技巧并不断提高自己的阅读理论修养。为加强阅读者对各类题型的把握能力,编者根据阅读理解部分的命题规律并结合各类英语阅读测试题的基本思路,设计了颇具特色的测试题型,以帮助阅读者掌握各类题型的高分策略。考虑到阅读者水平不一及理解能力有所差异,《大学英语阅读教程》中的阅读理解题配有翔实的答案解析,指出正确的答案出处和干扰项的错误所在。

3. 主要特色

(1) 以理论为基础,以实战为主线,以具体样题为切入点,以详解为解惑链,全方位提高阅读者的阅读理解水平。

(2) 选材广泛,体裁多样,内容新颖,语言地道。强调知识性,突出实用性。

(3) 题型设计新颖,答案解析精练,材料循序渐进,等级划分鲜明。

本书编写人员均系大学英语教学的一线骨干教师,其扎实的教育理论知识和丰富的教学经验为《大学英语阅读教程》的编写奠定了成功之基。

编者在《大学英语阅读教程》的编写过程中参考了大量的文献资料。由于时间紧、任务重,书中难免有疏漏和欠妥之处,敬请广大读者及同仁斧正。

编者

2013年7月

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Most people can recall a kid from grade school who couldn't stay seated, who talked out of turn and fidgeted constantly, and who always had to ask other kids what the homework assignment was. This kind of student has been tagged with a variety of labels over the years: antisocial personality, conduct disorder, stupid. But recent advances in psychology and brain science are now suggesting that a child's ability to inhibit distracting thoughts and stay focused may be a fundamental cognitive skill, one that plays a big part in academic success from preschool on.

The scientific name for this set of skills is "executive function," or EF. It's an emerging concept in student assessment and could eventually displace traditional measures of ability and achievement. EF comprises not only effortful control and cognitive focus but also working memory and mental flexibility — the ability to adjust to change, to think outside the box. These are the uniquely human skills that, taken together, allow us to keep our more impulsive and distractible brain in check. New research shows that EF, more than IQ, leads to success in basic academics like arithmetic and grammar. It also suggests that we can pump up these EF skills with regular exercise, just as we do with muscles.

Psychologist Adele Diamond of the University of British Columbia has been testing the EF concept in the classroom, with provocative results. In one recent study Diamond convinced a large low-income urban school district to let her experiment with its preschoolers. Half the classrooms, involving hundreds of children, adopted a new curriculum specifically designed to boost EF, while the other half used a more traditional academic curriculum aimed at basic literacy.

The EF curriculum has many strands, but here is one example just to give a flavor. Instead of keeping the classroom quiet, kids are actually taught and encouraged to talk to themselves, privately but aloud, as a way of helping them exert mental control. In one exercise, for example, the kids have to match their movements to symbols. When the teacher holds up a circle they clap, with a triangle they hop, and so forth. The kids are taught to talk themselves through the mental exercise: "OK, now clap." "Twirl now." This has been shown to flex and enhance the brain's ability to switch gears, to suppress one piece of

information and substitute in a new one. It takes discipline; it's the elementary school equivalent of saying "I really need stop thinking about next week's vacation and focus on this report."

This is a vast oversimplification of a curriculum that has taken years to develop and is grounded in rigorous scientific studies of children's brain development. The EF tests were very difficult cognitive challenges that require kids to inhibit their automatic responses. The EF-trained children outperformed the traditionally educated kids on every single test. In fact, the differences were so dramatic after one year that some school officials opted out of the experiment to give all the kids the benefit of EF training. (502 words)

New Words

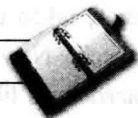
cognitive /'kɒɡnɪtɪv/ a. 认知的

provocative /prə'vɒkətɪv/ a. 引起讨论(或争论、深思、好奇心等)的

strand /strænd/ n. 分项

flex /fleks/ v. 屈伸, 活动

Exercises



I. Multiple Choice

Directions: In this section, the passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide which is the best answer.

- Executive function refers to _____.
 - the flexibility our mind possesses for academic learning
 - the fundamental skill we acquire during preschool years
 - the intelligence we possess for solving a math problem
 - our ability to keep our mind focused and in check
- One of the characteristics of EF is that _____.
 - it can be improved with exercise
 - it is inborn and impulsive
 - it is as flexible as our muscles
 - it is particularly useful for learning basic things
- The activities mentioned in the fourth paragraph are meant to _____.

- A. train the students to concentrate on what they are doing
 - B. teach the students the sense of good discipline
 - C. train the students to coordinate the mind and the body
 - D. be mental and physical exercises for preschoolers
4. It can be inferred from the passage that EF differs from IQ in that the former _____.
- A. is related to the state of the mind
 - B. is not closely related to discipline
 - C. is the ability to resist distraction
 - D. is a measurement for intelligence

II. Blank-filling

Directions: *In this section, there are two unfinished statements with blanks. You are required to fill in the blanks with the words that best fit into the sentences according to the passage.*

5. It is being _____ in recent advances in psychology and brain science that it may be a fundamental cognitive skill for children to prevent themselves from _____ by distracting thoughts and to _____, which is _____ in terms of academic success from preschool on.
6. The “Executive function” skills consist of cognitive _____ as well as mental _____, the training of which can be helpful for students to achieve _____. EF skills can be enhanced by _____. The relevant training curriculum has been developed for years based on studies of _____.

III. Skill-practice

Directions: *In this section, you are given two columns. Your job is to match the X in the left column with the Y in the right column.*

7.

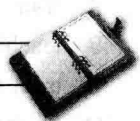
X

Y

inhibit distract comprise equivalent tag
--

divert label suppress include replacement

Keys & Analysis



[文章概述] 本文介绍了“执行功能”(EF)的概念:它有可能最终取代传统的能力和成绩测试方式。对学龄前孩子“执行功能”技能的训练对他们未来学业的成功非常重要。实验表明 EF 概念在课堂学习中可以起到不同寻常的作用,一些学校考虑让所有的学生都接受这种能力训练。

1. **[答案]** D

[解析] 本题考查对文章具体内容的理解。文章在第二段中指出 EF 技能不仅包括对控制能力和认知能力的训练,也包括对记忆力和大脑灵活性的训练,也就是提高适应变化的能力和跳出思维定势的思考能力。这些技能共同作用能够使冲动、注意力分散的大脑得以控制。可知正确答案为 D 选项。

2. **[答案]** A

[解析] 本题考查对文章具体内容的理解。文章在第二段中指出像肌肉训练一样,EF 技能可以通过定期训练得以提高。因此选项 A 是正确答案。

3. **[答案]** A

[解析] 本题考查对文章具体内容的理解。第四段中列举的具体活动解释了实验的内容,从第四段最后一句可看出训练的目的在于培养孩子集中注意力,加强对大脑活动的控制力。因此正确答案为 A 选项。

4. **[答案]** C

[解析] 本题考查对文章内容的相关推理能力。根据全文可以知道,不同于 IQ,EF 是一种认知技能,EF 训练可以提高孩子的自控能力,使之集中精力。因此正确答案是 C 选项。

5. **[答案]** suggested, being distracted, focus (their attention), important/crucial/essential/significant/fundamental

[解析] 题干所提供的信息与原文第一段最后一句意义相符。

6. **[答案]** focus, flexibility, success in basic academics, regular exercise, children's brain development

[解析] focus: 见第二段“EF comprises not only effortful control and cognitive focus but also working memory and mental flexibility — the ability to

adjust to change, to think outside the box.”

flexibility: 同上

success in basic academics: 见第二段“New research shows that EF, more than IQ, leads to success in basic academics like arithmetic and grammar.”

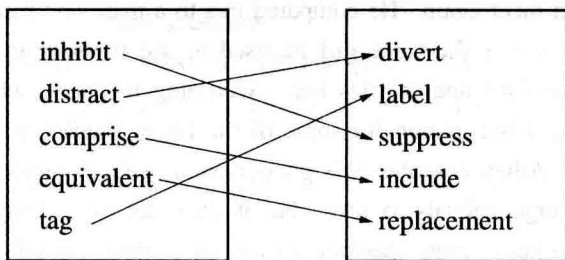
regular exercise: 见第二段“It also suggests that we can pump up these EF skills with regular exercise, just as we do with muscles.”

children’s brain development: 见最后一段“This is a vast oversimplification of a curriculum that has taken years to develop and is grounded in rigorous scientific studies of children’s brain development.”

7. [答案]

X

Y



Humans — who are, after all, social primates — believe they know what is love, and esteem it highly. Yet many animal behaviorists are cautious about saying animals experience love.

Had Williams been an animal behaviorist discussing Ma Shwe and her calf, he would have probably described the “bond between” rather than the “love between” Ma Shwe and her calf. As another observer of the animal community writes: “It is important to remember that animals are not displaying ‘true love,’ but simply following the dictates of their genes.”

Is it really as simple as all that? What about the animals who stay together until one dies? Evolutionary biologists often say that pairing is a way to ensure adequate parental care but it’s not always clear this is the case. Some animals

continue to accompany each other when not raising young. Mates commonly sleep together, groom each other and in some cases forage together. And they appear to exhibit sorrow or show a sense of loss when one of the pair dies.

Animal behaviorist Konrad Lorenz described as a typical example the behavior of the gander Ado when his mare, Susanne-Elisabeth, was killed by a fox. He stood silently by her partly eaten body, which lay across their nest. In the following days, he hunched his body and hung his head. His eyes became sunken. Because he did not have the heart to defend himself from the attacks of the other geese his status in the flock plummeted. A year went by; finally Ado pulled himself together and found another mate.

Animals may fall in love dramatically. Lorenz said that two gay lag geese are most apt to “fall in love” when they have known each other as youngsters, been separated and then meet again. He compared this to a man who meets a woman and — astonished that she is the same girl he used to see running around in a school uniform — falls in love and marries her. According to parrot-behavior consultant Mattie Sue Athan, it is common for some of the larger species of parrots to fall in love at first sight. Athan describes this phenomenon as the “thunderbolt.”

Instinct may urge animals to love, but it does not say whom they will love, though it may drop heavy hints. Seeking a mate for a male umbrella cockatoo, Athan purchased a young female cockatoo with beautiful plumage and introduced the two birds. To Athan's chagrin, “the male acted like the female wasn't even in the room.”

A few months later Athan was given an older female in startling bad condition. “She didn't have a feather from the neck down,” she says. “The skin on her feet was all gnarly. She had wrinkles around her beak and eyes. And yet the male thought she was the love of his life.” The two birds immediately paired off and eventually produced offspring. (500 words)

New Words

calf /kɑ:f/ *n.* 幼仔

groom /gru:m/ *v.* 修饰; 打扮

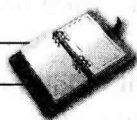
forage /'fɔ:ɪdʒ/ *v.* 吃草料

chagrin /'ʃægrɪn/ *n.* 懊恼

v. 使懊恼

gnarly /'nɑ:lɪ/ *a.* 令人生厌的, 糟糕的

Exercises



I. Multiple Choice

Directions: *In this section, the passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide which is the best answer.*

- The word “dictates” as used at the end of Paragraph 2 is closest in meaning to _____.
 A. nature
 B. combination
 C. links
 D. commands
- Which of the following is NOT done by the writer in Paragraph 3?
 A. He poses some related questions.
 B. He shows difference between male and female animals.
 C. He points out the weakness of evolutionary biologists.
 D. He gives some evidence.
- The phrase “pulled himself together” as used at the end of Paragraph 4 most probably means _____.
 A. cheered himself up
 B. tried hard to forget the loss
 C. forced himself to work harder
 D. changed his appearance
- What does the example given by Athan in the last paragraph show?
 A. Animals tend not to be attracted by appearance.
 B. Age is the most important factor in choosing a partner.
 C. Animals have their own standard of choosing a mate.
 D. Instinct urges animals to love.

II. Blank-filling

Directions: *In this section, there are two unfinished statements with blanks. You are required to fill in the blanks with the words that best fit into the sentences according to the passage.*

- The word “plummeted” as used in Paragraph 4 means _____.

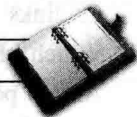
6. When one of the pair dies, the other animal _____.

III. Skill-practice

Directions: There are four statements in this section. You are required to read them quickly and decide whether they are true (T) or false (F).

7. A. Williams prefers to use the “bond between” rather than the “love between” Ma Shwe and her calf.
- B. Williams is not an animal behaviorist.
- C. Animals do experience love.
- D. Instinct tells whom animals will love.

Keys & Analysis



[文章概述] 本文阐述了动物也可能像人类那样坠入爱河,并以伞凤头鹦鹉为例,展示了动物的“择偶标准”。

1. [答案] D

[解析] 第二段末句指出,据一位动物行为观察者所述,动物表现出的不是真的爱,只是他们体内基因的指令。只有 D“命令”最接近此意。

2. [答案] B

[解析] 本题可用排除法。作者在第三段一开始就提出了问题,并在该段末尾举例佐证,故 A 和 D 所述内容是他做的。在该段第二句中,他指出“evolutionary biologists”的观点“is not always clear this is the case”,这与 C 选项的意思相符。

3. [答案] A

[解析] 根据“Ado pulled himself together”的后半句“found another mate”,结合他之前垂头丧气以及他因无心恋战而导致的在鹅群中地位的下滑,可以推断“pulled himself together”意为“重新振作起来”,故只有 A 符合此意。

4. [答案] C

[解析] 末段讲述那只对羽毛漂亮的年轻母鹦鹉视而不见的雄性鹦鹉最终爱上并为之配对的是一只又老又丑的鹦鹉,因此唯有 C 符合此意。

5. [答案] dropped sharply

[解析] 根据该段最后两句,他在鹅群中无心恋战导致地位 plummeted,后来

又“重振旗鼓”，推断该词意为“下跌”或“下降”之类。

6. [答案] feels sorrowful

[解析] 根据第三段末句“they appear to exhibit sorrow or show a sense of loss when one of the pair dies”，此处应填写 feels sorrowful。

7. [答案] F; T; T; F

[解析] A 句错误。本题的解题关键在于要吃透第二段首句“Had Williams been an animal behaviorist”的含义。该句用了虚拟语气，意思是假如 Williams 是 an animal behaviorist, he would have probably described the “bond between” rather than the “love between”...，虚拟语气的使用表示事实上 Williams 并没有 described the “bond between” rather than the “love between”。故 A 句不正确。

B 句正确。同理，“Had Williams been an animal behaviorist”是虚拟语气，言下之意 Williams is not an animal behaviorist, 故 B 句正确。

C 句正确。本句的干扰在于首段第二句“许多动物行为学家对动物也恋爱这一说法持慎重态度”。然而第三段表述动物伴侣之间相亲相爱的举止，第四段具体举例佐证。第五段说动物会戏剧性地坠入爱河，第六、七段具体举例佐证这一点，分析动物爱上配偶的“因”。由此可见，动物亦经历“爱”。

D 句错误。本句的判断定位在倒数第二段第一句“Instinct may urge animals to love, but it does not say whom they will love.”



My surprise over the past few winters has been the personality transformation my parents go through around mid-December as they change from Dad and Mom into Grandpa and Grandma. Yes, they become grandparents and are completely different from the people I know the other eleven and a half months of the year.

The first sign of my parents' change is the delight they take in visiting toy and children's clothing stores. These two people, who usually dislike anything having to do with shopping malls, become crazy consumers. While they tell me to budget my money and shop wisely, they are buying up every doll and dump truck in sight. And this is only the beginning of the holidays!

When my brother's children arrive, Grandpa and Grandma come into full

form. First they throw out all ideas about a balanced diet for the grandkids. While we were raised in a house where everyone had to take two bites of corn, beets, or liver (foods that appeared quite often on our table despite constant complaining), the grandchildren never have to eat anything that does not appeal to them. Grandma carries chocolate in her pockets to bribe the littlest ones into following her around the house, while Grandpa offers “surprises” of candy and cake to them all day long. Boxes of chocolate-pie disappear while the whole-wheat bread gets hard and stale. The kids love all the sweets, and when the sugar raises their energy levels, Grandma and Grandpa can always decide to leave and do a bit more shopping or go to bed while my brother and sister-in-law try to deal with their highly active kids.

Once the grandchildren have arrived, Grandma and Grandpa also seem to forget all of the responsibility lectures I so often hear in my daily life. If Mickey screams at his sister during dinner, he is “developing his own personality”; if Nancy breaks Grandma’s mirror, she is “just a curious child.” But, if I track mud into the house while helping to unload groceries, I become “careless”; if I scold one of the grandkids for tearing pages out of my textbook, I am “impatient.” If Paula talks back to her mother, Grandma and Grandpa smile at her spirit. If I say one word about all of this excessive love, Mom and Dad reappear to have a talk with me about petty jealousies. (396 words)

New Words

transformation /ˌtrænsfə'meɪʃən/ *n.* 变化, 转变

budget /'bʌdʒɪt/ *v.* 预算, 规划

bribe /braɪb/ *v. & n.* 贿赂, 行贿

stale /steɪl/ *a.* 不新鲜的

Exercises

I. Multiple Choice

Directions: In this section, the passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide which is the best answer.

