

大学英语系列教材

College English Textbook Series

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College English Reading

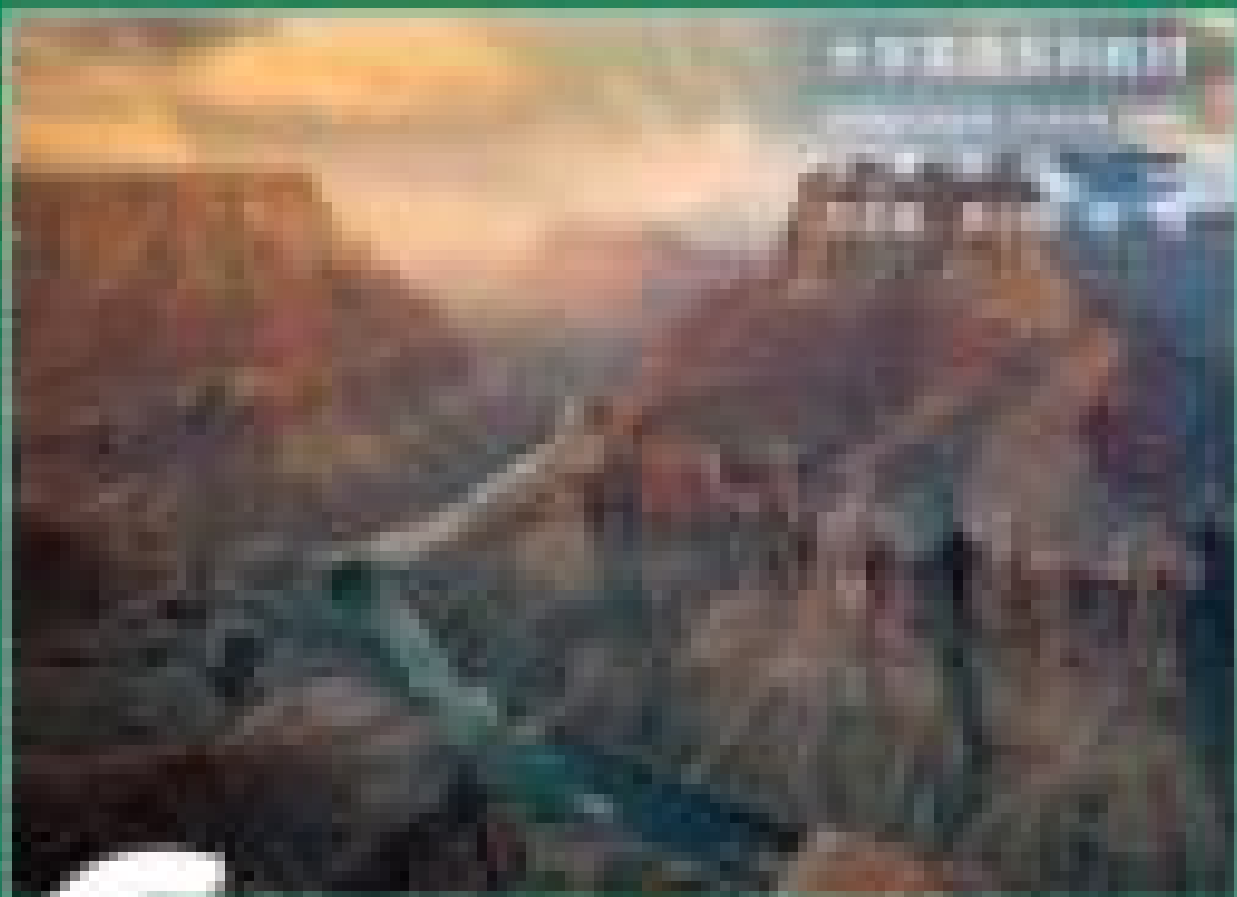
大学英语 阅读进阶教程

Advanced Level

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College English Reading

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阅读教程

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内容提要

《大学英语阅读进阶教程》是根据国家最新颁布的《中国英语能力等级量表》编写而成的。该教材针对目前大学生因缺乏阅读理解策略而造成阅读效率普遍低下的现实,以技能为导向,每个单元的第一部分均以阅读微技能为标题,便于读者有效地学习和掌握一系列阅读技能。同时,教材采用了当前国内外英语阅读能力测试最新题型,以帮助学生通过阅读实践,掌握阅读理解策略,达到《中国英语能力等级量表》描述的英语阅读6级水平。

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前言

《大学英语阅读教程》(以下简称“本套教材”)是在习近平新时代中国特色社会主义思想指导下,为全面落实党中央提出的“立德树人”教育要求编写的教材。本套教材参照国家最新颁布的《中国英语能力等级量表》,针对目前大学生因缺乏阅读理解策略而造成阅读效率普遍低下的现实,内容设置上均以技能为导向,并采用当前国内外英语阅读能力测试最新题型,旨在提高大学生的英语阅读水平。本套教材共分为《大学英语阅读初阶教程》《大学英语阅读进阶教程》两册,每册各8个单元。其编写特色如下:

一、强调选材主题的思想性

本套教材的主题既关注大学生生活与学习,又贴近社会热点。强调在提高语言技能的同时,拓展学生的视野,培养学生的批判性思维能力及跨文化交际能力,提升学生的人文情怀。

二、注重选材的真实性和时效性

本套教材所选材料贴近现实生活,以思想有一定高度、政治正确、能够启发学生思考的原版资料为主要编写素材。

三、突出阅读技能的培养

本套教材反映了先进的教育思想和理念,高度关注信息化环境下的教学变革。遵循以技能为导向的编写原则,每个单元的第一部分均以阅读微技能为标题,便于学生有针对性地学习和掌握阅读技能。各项微技能的编排由浅入深,《大学英语阅读初阶教程》主要介绍最基本的阅读技巧,如快速查找信息、区分文章细节等;《大学英语阅读进阶教程》强调深层阅读技巧,如判断句子之间的关系、理解文章的组成结构、判断作者的态度、区分事实和观点、批判式阅读等。这种循序渐进的编排方式便于学生各项技能的逐层建构和综合运用能力的逐步发展。

四、兼顾考与学的需求

本套教材选材和练习设计兼顾了学生对学习与测试的多种需求,遵照《中国英语能力等级量表》对英语阅读理解能力与阅读理解策略的分级描述,并参照国内外英语阅读测试的最新题型和考试模式,帮助学生有效地掌握阅读理解策略,达到《中国英语能力等级量表》描述的英语阅读5~6级水平。

五、兼顾课堂教学和自主学习

本套教材兼顾课堂教学和自主学习,部分内容可供学生课外自主学习使用。

2 ■ 大学英语阅读进阶教程

在本套教材的编写过程中,编者参阅了最新的真实语料,吸收了很多领域的素材。在此,谨向原材料编者致以衷心的感谢!

由于编者水平有限,疏漏与瑕疵在所难免,敬请各位同仁和读者不吝批评指正,以期再版时修订完善!

编者
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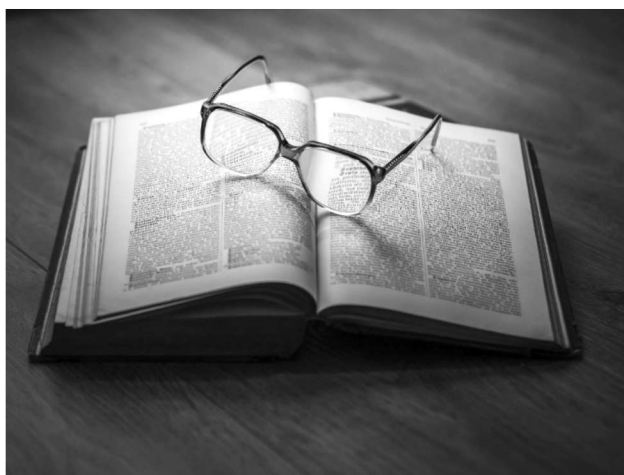
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Unit

1



Part 1 Reading Skill: Taking Notes

◉ Section A Exploratory Reading ◉

Example

Read the following passage and fill in the blanks with the words and expressions from the text to complete the following outline of it.

A good modern newspaper is an extraordinary piece of reading. It is remarkable first for what it contains: the range of news from local crime to international politics, from sport to business to fashion to science, and the range of comment and special *features* (特写) as well, from editorial page to feature articles and interviews to criticism of books, art, theatre and music. A newspaper is even more remarkable for the way one reads it; never completely,

never straight through, but always by jumping from here to there, in and out glancing at one piece, reading another article all the way through, reading just a few paragraphs of the next. A good modern newspaper offers a variety to attract many different readers, but far more than any one reader is interested in. What brings this variety together in one place is its *topicality* (时事性), its immediate relation to what is happening in your world and your locality now. But immediacy and the speed of production that goes with it mean also that much of what appears in a newspaper has no more than *transient* (暂时的) value. For all these reasons, no two people really read the same paper: what each person does is to put together out of the pages of that day's paper, his own selection and sequence, his own newspaper. For all these reasons, reading newspapers efficiently, which means getting what you want from them without missing things you need but without wasting time, demands skill and self awareness as you modify and apply the techniques of reading.

I. Introduction

A good modern newspaper is 1. _____.

II. Body

A. First, it is remarkable for 2. _____.

Examples:

a. news on local crime, international politics, sport, business, fashion and science.

b. comments and 3. _____ on editorial page, criticism of books, and etc.

B. Second, it is even more remarkable for 4. _____.

Readers can 5. _____ from here to there, in and out glance at one piece, read another article 6. _____, read just a few paragraphs of the next.

C. A good modern newspaper offers a variety to 7. _____.

Its variety comes from its 8. _____, which result in transient value of what appears in a newspaper.

III. Conclusion

A. For all these reasons, no two people 9. _____.

B. For all these reasons, 10. _____ means getting what you want without missing things you need and without wasting time.

Explanations

While reading the passage, we may find it is well organized with the first sentence as the topic sentence, and three reasons to support it. Then, the passage is concluded with two points.

The key to the outline above is:

1. an extraordinary piece of reading
2. what it contains
3. special features
4. the way one reads it
5. jump
6. all the way through
7. attract many different readers
8. topicality/immediacy and the speed of production
9. really read the same paper
10. reading newspapers efficiently

Reading Skill : Taking Notes

Taking notes helps you to read actively. If you can catch the key information of a passage, and take notes, then reorganize them, it would be easier for you to understand passages well. Notes are also important as input to the next step in the research process, in which you integrate information from sources with your ideas.

Methods to use:

- Outlining—works best when the material you are reading is organized.
- Cornell Note method—divide your note paper into three sections: notes in the right column, key words and questions in the left column, and a summary at the bottom of the page.
- Paragraph form—summarize what you read in your own words and include important terms.
- Mind maps—diagrams/ summaries of overlapping lecture and text material.

Suggestions:

- Style/method of note taking should vary according to the material.
- Short story or poem:

- Read the entire thing once without taking notes.
- Write down your immediate impressions.
- Reread the piece, taking notes on characters, plots, etc.
- Scientific/technical material:
 - Copy important formulas, terms, etc.
 - Recreate or write down the page number of important diagrams or figures.

○ Section B Trying Your Hand ○

Consolidation Exercise

Read the following passage and try to fill out the following chart with proper information you've got from the passage above.

The appeal of advertising to buying motives can have both negative and positive effects. Consumers may be convinced to buy a product of poor quality or high price because of an advertisement. For example, some advertisers have appealed to people's desire for better fuel economy for their cars by advertising automotive products that improve gasoline mileage. Some of the products work. Others are worthless and a waste of consumers' money.

Sometimes advertising is intentionally misleading. A few years ago a brand of bread was offered to *dieters* (节食者) with the message that there were fewer calories in every slice. It turned out that the bread was not dietetic, but just regular bread. There were fewer calories because it was sliced very thin, but there were the same number of calories in every loaf.

On the positive side, emotional appeals may respond to a consumer's real concerns. Consider fire insurance. Fire insurance may be sold by appealing to fear of loss. But fear of loss is the real reason for fire insurance. The security of knowing that property is protected by insurance makes the purchase of fire insurance a worthwhile investment for most people. If consumers consider the quality of the insurance plans as well as the message in the ads, they will benefit from the advertising.

Each consumer must evaluate her or his own situation. Are the benefits of the product important enough to justify buying it? Advertising is intended to appeal to

consumers, but it does not force them to buy the product. Consumers still control the final buying decision.

Negative and Positive Effects of Advertising	
Positive Effects	Negative Effects
	1. _____

	2. _____

Explanations

If we can catch the key information of a passage, and take notes, then reorganize them, it would be easier for us to understand the passage well.

Negative and Positive Effects of Advertising	
Positive Effects	Negative Effects
It may respond to a consumer's real concerns.(e.g. fire insurance advertisement)	1. Consumers may buy a product of poor quality or high price. (e.g. automotive product) 2. Sometimes, the advertisement is intentionally misleading. (e.g. a brand of bread)

Part 2 Reading Comprehension

● Section A Reading in the Context ●

Read the following passage with ten missing words. Learn to guess the meanings of them from the context and then select one word for each blank from the list of choices given in a word bank following the passage. Each word can be used only once.

The bridegroom, dressed in a blue blazer and brown suede Adidas sneakers, nervously cleared his throat when his bride, in traditional white, walked down the classroom aisle. As the 1 minister led the students—and ten other couples in the room—through the familiar marriage ceremony, the giggles almost drowned him 2 . But it was no 3 matter. In

the next semester, each “couple” would buy a house, have a baby and get a divorce.

In a most 4 course at Parkrose Senior High School, social-science teacher Cliff Allen leads his students through the trials and *tribulations* (苦难) of married life. Instead of the traditional course, which 5 on psychological and sexual adjustments young marrieds must face, Allen exposes his students to the nitty-gritty problems of housing, insurance and child care.

Students act out in nine weeks what 6 takes couples ten years to accomplish. In the first week, one member of each couple is required to get an after-school job—a real one. During the semester, the salary, computed on a full-time basis with yearly increases factored in, serves as the guideline for their lifestyle. The third week, the couples must locate an apartment they can afford and study the terms of the 7.

In week eight, disaster strikes: the marriages are strained to the 8 point by such calamities as a mother-in-law’s moving in, death, or imprisonment. It’s all over by week nine (the tenth year of marriage). After lectures by marriage counselors and divorce 9 and computations of *alimony* (赡养费) and child support, the students get divorced.

Allen’s course, which has “married” 1, 200 students since its inception five years ago, is widely 10 by parents and students. “Bride” Valerie and her “groom” Cooper still plan to marry in July, but, said Cooper, the course pointed out “the troubles you can have.”

A. dwells	F. lawyers	K. laughing
B. down	G. opposed	L. normally
C. supported	H. mock	M. real
D. out	I. lease	N. breaking
E. unusual	J. official	O. rent

● Section B Reading and Matching ●

Read the following 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.

High School Students are All about Computers But Get Little Instruction in Computer Science

- [A] Their lives swirl in technology, but the nation's high school students spend little time studying the computer science that is the basis of it all. Few are taught to write lines of code, and few take classes that *delve* (探索) into the workings of the Internet or explain how to create an application.
- [B] In a world that went digital long ago, computer science is not a staple of US education, and some schools do not even offer a course on the subject, including 10 of 27 high schools in Virginia's Fairfax County and 6 of 25 in Maryland's Montgomery County. "It's shocking how little there is," said Rebecca Dovi, who has taught computer science for 17 years in Virginia schools and is an advocate for more courses statewide. Even when schools offer classes, she said, there are relatively few of them. "You might have one person teaching it in a school of 1400 kids."
- [C] Though computer science can lead to high-paying technology jobs and boost skills for a variety of fields, many students get little exposure to the subject in class. Across the Washington region's school systems, fewer than 1 in 10 high school students took computer science this academic year, according to district data.
- [D] But, slowly, that might be starting to change. Spurred in part by national initiatives, some local districts are urging more students to take computer science courses and trying to address a glaring gender and racial *disparity* (悬殊). By next school year, school leaders expect more computer science courses in Montgomery high schools, more enrollment in courses in Virginia's Loudoun County and more schools offering classes in the District.
- [E] Charles County, Md., with 26500 students, has committed to bring such learning into every grade starting in the fall, in partnership with the nonprofit Code.org, which works to increase access to computer science in schools. "We really believe the skills they will get from coding will help them in whatever career they choose," said Charles County Superintendent Kimberly Hill, who pointed out that such learning requires logic and "habits of the mind" that have broader uses. Computer science is not just for math *whizzes* (奇才) and *techies* (科技迷), she said. "Typically it's male. Typically it's white

male,” Hill said, adding that it begs the questions: “Where are all the girls? Where are all the African American and Hispanic kids?” Under the county’s new plan, she said, the thinking is, “You can learn how to code, like you can learn how to read and learn how to write.”

- [F] Among the reasons many schools do not have computer science: It is not a priority core subject, and computer science teachers can be hard to find, with some drawn to higher-paying tech jobs. While an increasing number of states allow the courses to count as a math or science credit, they are usually not a requirement and are sometimes viewed by students as boring or intimidating.
- [G] Many parents mistake the computers they see in schools—and the seeming ease with which teenagers manage their devices—as a sign of computer science understanding. “These skills are as fundamental as *algebra* (代数),” said Marie des Jardins, a computer science professor at the University of Maryland Baltimore County who is leading a project to train 100 computer science teachers in Maryland and the District over a three-year period. During the next decade, about 70 percent of new jobs in science, technology, engineering and math fields will be for computing professionals, des Jardins said.
- [H] “There is not a field right now that computer science doesn’t contribute to or support,” said Chris Stephenson, executive director of the Computer Science Teachers Association. Still, she said, “most kids don’t have a chance to get introduced to this content in high school, and the kids that are least likely to have these opportunities are in high-poverty, high-minority schools.”
- [I] Hoping to reach more students, especially girls and minorities, Montgomery’s school leaders also have signed on with Code.org. Ten county high schools are *slated* (选定) to offer more-engaging courses that go beyond programming, with inquiry-based learning and topics such as the Internet and human-computer interaction. “As a school system and a nation, we’re stuck in a box where computer science is not what we teach kids; it’s just something that you learn maybe later,” said Pat Yongpradit, a former Montgomery teacher who is director of education at Code.org. Code.org has brought widespread attention to the learning gap, first with a video early last year that went *viral*

(广泛传播)—“What Most Schools Don’t Teach”—and then in December with a week-long “Hour of Code” campaign that drew in millions of people worldwide. The organization has partnered with an increasing number of school systems nationally—32 as of this month—providing professional development for teachers and new curricular materials.

- [J] In Rockville, David Silversmith needed no convincing. One recent morning at Thomas S. Wootton High School, the 17-year-old senior was puzzling over a line of code for a computer-based game of Connect Four. Silversmith had no plans to become a computer scientist but decided the class was important. “I think whatever profession you do nowadays,” the Maryland teen said, “it will definitely help.”
- [K] In D.C. public schools, new courses are offered this school year at six high schools and another four high schools will get computer science classes in the fall. “The kids like these classes, they’re showing up for them, they’re engaged,” said Anthony Priest, a D.C. schools program manager. The District’s H.D. Woodson High School made computer science a requirement for all ninth-graders.
- [L] There are smaller efforts to expand computer science, too. In Fairfax County, teacher Dan Tra jazzed up a programming course with lots of application development, worked hard to market it, and got about 130 students to take the class at Falls Church High School this year. More than 40 percent of the students were female. Falls Church now has a Robotics Club and a Girls in Technology Club. More than 20 students entered a *hackathon* (编程马拉松) in late March, some winning honors. “In our school, there’s a thirst for it,” Tra said.
- [M] Computer science courses are poorly tracked nationally and often misunderstood, experts say. Many people confuse courses about using computer software with true computer science, which is about creating and problem-solving with computers. The most reliable figures about computer science’s reach into high schools come from the Advanced Placement (AP) exam. In Fairfax County, which has nearly 52000 high school students, 740 students took the most recent AP exam in computer science. In Montgomery, with more than 45000 high school students, 521 took the most recent AP exam. There were a little more than 600 exam-takers combined for public school