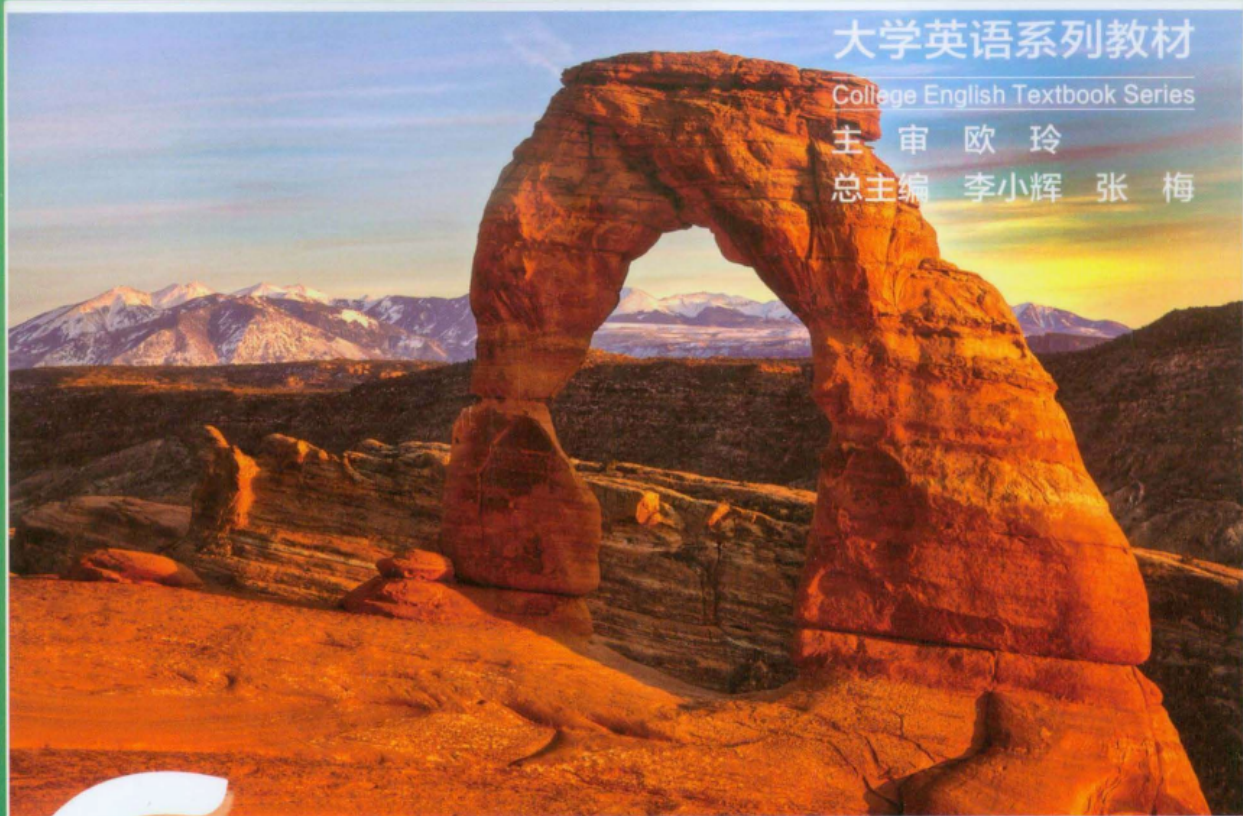


大学英语系列教材

College English Textbook Series

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College English Reading

大学英语 阅读初阶教程

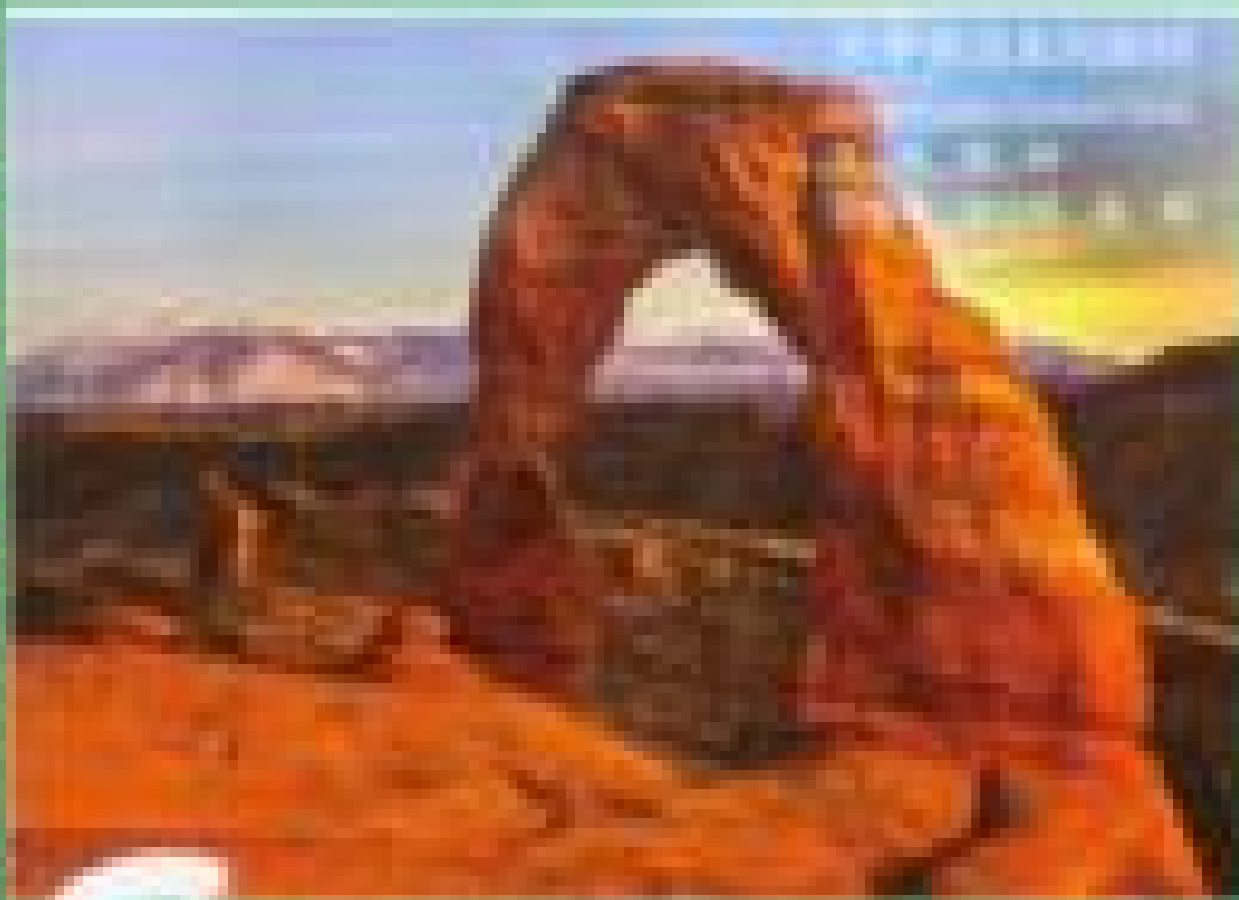
Intermediate Level

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College English Reading

大学英语 阅读初阶教程

——第二版——

主 编：王 蔷 副主编：张 颖 / 陈 琳 王 蔷

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内容提要

《大学英语阅读初阶教程》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5~6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。

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,

2 ■ 大学英语阅读初阶教程

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
2021年5月



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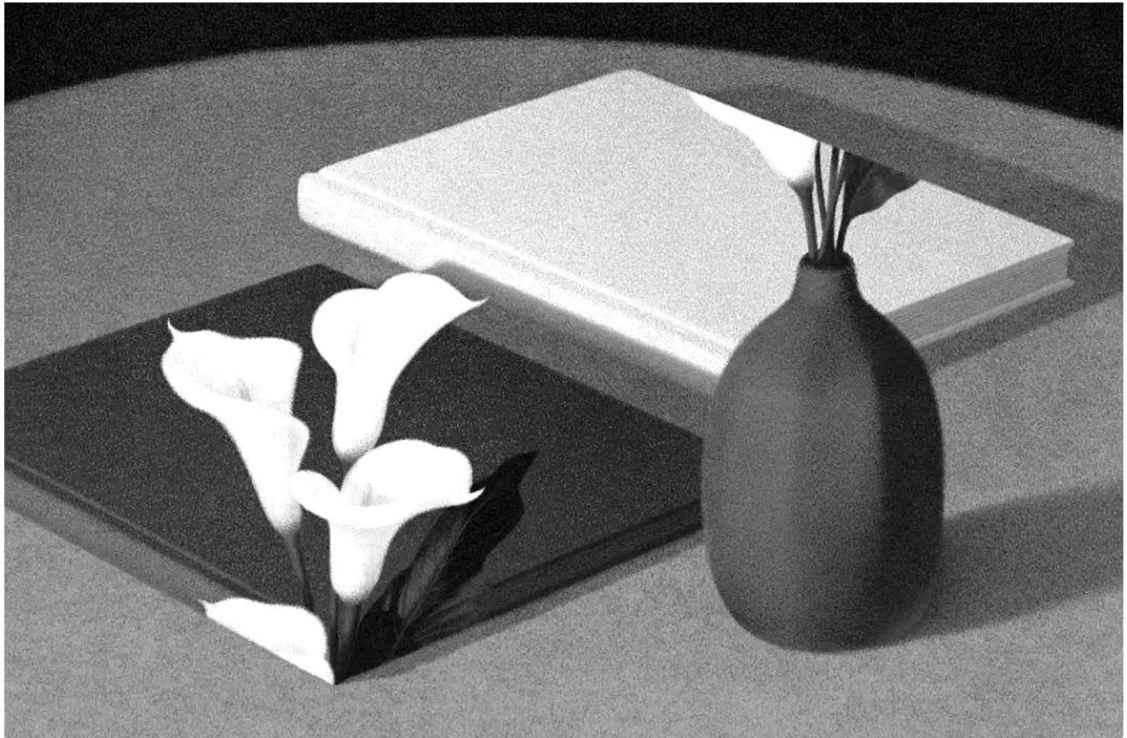
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Unit

1



Part 1 Reading Skill: Scanning for Specific Information

Section A Exploratory Reading

Scan the TV Schedule as quickly as possible to find the answer to the following questions.

<p>CBC 6:00 pm: National News—Join Jack Parsons for your daily news roundup. 6:30: The Tiddles—Peter joins Mary for a wild adventure in the park. 7:00: Golf Review—Watch highlights from today's final round of the Grand Master's. 8:30: Shock from the Past—This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling. 10:30: Nightly News—A review of the day's most important events. 11:00: MOMA: Art for Everyone—A fascinating documentary that helps you enjoy the difference between pointilism and video installations. 12:00: Hard Day's Night—Reflections after a long, hard day.</p>	<p>CQC 6:00 pm: In-Depth News—In-depth coverage of the most important national and international news stories. 7:00: Nature Revealed—Interesting documentary taking a look at the microscopic universe in your average speck of dust. 7:30: Ping-Pong Masters—Live coverage from Peking. 9:30: It's Your Money—That's right and this favorite game show could make or break you depending on how you place your bets. 10:30: Green Park—Stephen King's latest monster madness. 00:30: Late Night News—Get the news you need to get a hard start on the upcoming day.</p>	<p>CDC 6:00 pm: Travel Abroad—This week we travel to sunny California! 6:30: The Flintstones—Fred and Barney are at it again. 7:00: Pretty Boy—Tom Cruise, the prettiest boy of them all, in an action packed thriller about Internet espionage. 9:00: Tracking the Beast—The little understood wild beast filmed in its natural surroundings with commentary by Dick Signit. 10:00: Pump Those Weights—A guide to successfully using weights to develop your physique while getting fit. 11:30: The Three Idiots—A fun farce based on those three tenors who don't know when to call it quits. 1:00: National Anthem—Close the day with this salute to our country.</p>
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Questions

1. You are thinking about traveling to the USA for a vacation. Which show should you watch?
2. Your friend doesn't have a TV, but would like to watch a film starring Tom Cruise. Which film should you record on your video?
3. You like modern art. Which documentary should you watch?

Explanations

1. The key is "Travel Abroad". Here, we may look for words that are boldfaced. If we are

thinking about traveling to the USA for a vacation, of course we should watch “Travel Abroad”.

2. The key is “Pretty Boy”. According to the table, “*Pretty Boy—Tom Cruise, the prettiest boy of them all, in an action packed thriller about Internet espionage.*”
3. The key is “Art for Everyone”. We know the answer from the boldfaced title and the definition: “*MOMA: Art for Everyone—A fascinating documentary that helps you enjoy the difference between pointilism and video installations.*”

Reading Skill: Scanning for Specific Information

Scanning is a reading strategy used to find specific information quickly. We use this reading skill when looking up a word in the dictionary or a person’s telephone number in the telephone book. Usually, we search for key words or ideas. Scanning involves: 1) knowing what we are looking for, so we are concentrating on finding a particular answer; 2) moving our eyes rapidly and systematically over the page; 3) ignoring everything that isn’t relevant to our purpose; 4) reading more slowly when you locate your key information. In other words, scanning is not only used to help you to gather data on exactly what we want to know and quickly move through sections that are not relevant to your purpose but also used to save time and locate particular relevant information, like the answer to a question, in a long text. Meanwhile when scanning, we should look for the author’s use of organizers such as numbers, letters, steps, or the transitional words: first, second, or next. We should also look for words that are boldfaced, italics, or in different font size, style, or color, etc.

◉ Section B Trying Your Hand ◉

Consolidation Exercises

Scan the passage as quickly as possible to find the answer to the following questions.

One cold morning in winter, when I was a little boy, a smiling man with an ax on his shoulder stopped me, saying, “My pretty boy, has your father had a *grindstone* (砂轮)?”

“Yes, sir,” said I.

“You are a fine little fellow!” said the man. “Will you let me *grind* (磨) my ax?”

Pleased with the flattery, I answered, “Oh, yes, sir. The grindstone is down in the shop.”

Patting me on my head, he said, “Will you get me some hot water?” I ran and brought the hot water.

“How old are you, and what is your name?” he asked, without waiting for a reply, “I’m sure you are one of the finest boys I have ever seen. Will you turn the grindstone a few

minutes for me?”

Hearing the flattery again, I went to work with a will. It was a new ax, and I worked hard until I was almost tired to death. The school bell rang, but I could not get away, because the ax was not half ground.

At last, however, it was sharpened. Then the man turned to me and said, “Now, you little *rascal* (坏蛋), you’ve played *truant* (旷课)! Run to school or you’ll be sorry!”

“Alas!” thought I. “It was hard enough to turn a grindstone this cold day, but now to be called a rascal is too much.”

The memory of turning the grindstone that winter morning sank deep into my mind. I have thought of it since then. Now, whenever I hear words of flattery, I say to myself, “That man has an ax to grind.”

Choose the best answer.

- In this passage, the word “flattery” means _____.
 A. nice words used beyond the truth
 B. an order or direction
 C. kind words spoken by elder people to children
 D. good manners
- The man with the ax did all the following that morning EXCEPT _____.
 A. smiling friendly
 B. patting the boy on the head
 C. asking for some hot water
 D. giving the boy a small toy
- Today in the English language “That man has an ax to grind” means _____.
 A. that man has some selfish reasons for his actions
 B. that man needs to sharpen his ax
 C. that man is very kind to boys
 D. that man works with an ax

Explanations

- The key is A. We can get the meaning according to these sentences: “*You are a fine little fellow!*” *Pleased with the flattery, I answered, “Oh, yes, sir. The grindstone is down in the shop.” “You are one of the finest boys I have ever seen.” Hearing the flattery again, I went to work with a will.*
- A, B, C are all mentioned in the passage, so the answer is D.
- From the passage, we know the boy was so pleased by the flattery that he did a lot for the man. But finally, the boy was called a rascal. So we may draw the conclusion that the man was very selfish. So the key is A.

Part 2 Reading Comprehension

Section A Reading in the Context

Read the passage with 10 missing words or phrases. Learn to guess their meanings from the context and then select one word for each blank from a list of choices given in a word bank following the passage. Each word or phrase should be selected only once.

It is definitely time to take a closer look at digital marketing. There is a huge 1 in the number of Internet users who like to do everything from personal computers or mobile devices. So, when it comes to advertising and 2 your products and services online and for increasing sales and profit figures, nothing works better than digital marketing.

In digital marketing, a business entity is promoted by using digital mediums. This method of promotion helps in creating a (n) 3 image of the business in the minds of the consumers. By employing unique Internet marketing tactics, more traffic can be generated, more conversion rates can take place and the return on ROI (投资回报率) can also be greater.

Kolkata (加尔各答) is full of Internet marketing companies that offer unique marketing solution to both the 4 and the global clients. They hire senior Internet marketers who deal with complex projects. These people are 5 skilled and knowledgeable and help the business to 6 high on the major search engines. They comprehend the business requirement of the clients and then derive marketing strategies to promote their brands.

So, certain tips are available to spot the leading digital marketing agency:

Experience is the 7 to success in this field. So, ensure that the digital marketing company you are hiring has senior and experienced digital marketers who understand the requirement of the clients.

The company must keep the communication channel with their clients open so that the clients can 8 with the professionals whenever the need 9.

The project must be completed 10 the required timeframe that is set in the contract.

A. domestic
B. increase
C. decrease
D. key
E. arises

F. raises
G. overseas
H. interact
I. within
J. extremely

K. positive
L. promoting
M. rank
N. hardly
O. enhancing

◎ Section B Reading and Matching ◎

Read the following 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.

Hacking Our Senses to Boost Learning Power

- [A] It might not seem important, but a growing body of research suggests that smells and sounds can have an impact on learning, performance and creativity. Indeed, some headteachers have recently taken to broadcasting noises and pumping smells into their schools to see whether it can boost grades. Is there anything in it? And if so, what are the implications for the way we all work and study?
- [B] There is certainly some well-established research to suggest that some noises can have a harmful effect on learning. Numerous studies over the past 15 years have found that children attending schools under the flight paths of large airports lag behind in their exam results.
- [C] But general noise seems to have an effect too. Bridget Shield, a professor of acoustics at London South Bank University, and Julie Dockrell, now at the Institute of Education, have been conducting studies and advising politicians on the effects of all sorts of noises, such as traffic and sirens, as well as noise generated by the children themselves. When they recreated those particular sounds in an experimental setting whilst children completed various cognitive tasks, they found a significant negative effect on exam scores. “Everything points to a detrimental impact of the noise on children’s performance, in numeracy, in literacy, and in spelling,” says Shield. The noise seemed to have an especially detrimental effect on children with special needs.
- [D] Shield says the sound of “*babble*” (含糊不清的话语)—the chatter of other children, is particularly distracting in the classroom. Architects that fashion open-plan classrooms in schools would do well to take this on board. “People are very distracted by speech—particularly if it’s understandable, but you’re not involved in it.” This phenomenon is also known as the irrelevant speech effect, she says, adding that “it’s a very common finding in open-plan offices as well.”
- [E] Whether background sounds are beneficial or not seems to depend on what kind of noise it is—and the volume. In a series of studies published last year, Ravi Mehta from the College of Business at Illinois and colleagues tested people’s creativity while exposed to a soundtrack made up of background noises—such as coffee-shop chatter and construction-

site drilling—at different volumes. They found that people were more creative when the background noises were played at a medium level than when volume was low. Loud background noise, however, damaged their creativity.

- [F] “This makes sense for a couple of reasons,” says psychologist Dr. Nick Perham, at Cardiff Metropolitan University in the UK, who studies the effect of sounds on learning but was not involved in the study. “Firstly,” he says, “sounds that are most distracting tend to be very variable. A general hum in the background suggests a steady-state sound with not much *acoustical* (声音的) variation. So there’s not much there to capture your attention—nothing distracting the subjects,” he says. “At the same time, the background noise might cause the subjects to be in a slightly heightened state of stimulation,” says Perham. “You don’t want too much or too little stimulation. “Medium stimulation is best for good performance. So it might be that a general hum in the background gives an optimum level of stimulation.” With that in mind, Perham suggests there may be some benefit to playing music or other sounds in an art class or other situations where creativity is key.
- [G] Many teachers all over the world already play music to students in class. Many are inspired by the belief that hearing music can boost IQ in subsequent tasks, the so-called Mozart effect. While the evidence actually suggests it’s a stretch to say classical music boosts brainpower, researchers do think pleasant sounds before a task can sometimes lift your mood and help you perform well, says Perham, who has done his own studies on the phenomenon. The key appears to be that you enjoy what you’re hearing. “If you like the music or you like the sound—even listening to a Stephen King novel—then you did better. It didn’t matter about the music,” he says.
- [H] However, it’s worth considering that music is not always helpful while you’re trying to work. Trying to perform a task which involves serial recall—for instance, doing mental arithmetic—will be worsened by sounds with acoustic variation, which include most types of music, says Perham. (Except a few, like extreme death metal.) Songs with lyrics, on the other hand, are more likely to interfere with tasks that involve *semantics* (语义学)—such as reading comprehension. “The task and the sound are important, when you have both of them using the same process then you get problems,” he says.
- [I] So, it seems that schools that choose to screen out disturbing noises and create positive soundscapes could enhance the learning of their students, so long as they make careful choices.
- [J] This isn’t the only sense being tweaked to affect learning. Special educational needs students at Sydenham high school in London are being encouraged to revise different subjects in the presence of different smells—grapefruit scents for math, *lavender* (薰衣草)

草) for French and *spearmint* (绿薄荷) for history.

[K] Less research has gone into the idea of whether scents can help with cognitive performance, although there have been fascinating findings. In 2003, psychologist Mark Moss, at Northumbria University, carried out a range of cognitive tests on subjects who were exposed either to lavender or *rosemary* (迷迭香) scents. “Rosemary in particular caught my attention as it is considered to be arousing and linked to memory,” he says, whereas lavender is considered to be calming. Moss found that those who were smelling lavender performed significantly worse in working memory tests, and had worsened reaction times for both memory and attention-based tasks, compared to controls. Those in the rosemary group, on the other hand, did much better than controls overall in the memory tasks, although their reaction times were slower.

[L] Why might this be? It’s perhaps not surprising that smells affect memory, given that the brain’s *olfactory bulb* (嗅球) is intimately linked to the *hippocampus* (海马体), which deals with learning. But Moss suspected there was more to it. To explore the *pharmacological* (药物学的) effects of rosemary on the body, he drew blood samples from volunteers who had just undergone cognitive tests in a rosemary-infused room, and found that they had elevated levels of a compound called 1,8-*cineole* (桉叶素) in their blood. Previous research has shown that this compound increases communication between brain cells, which might explain how it improves brain function.

- ___ 1. The background noises played at a medium level are good for people’s creativity.
- ___ 2. It was found that rosemary could increase the level of a compound which has proved to improve memory.
- ___ 3. Sometimes, music will interfere with your work or learning.
- ___ 4. Smells and sounds affect students’ performance in classes.
- ___ 5. Research indicated that the smell of rosemary did much better than that of lavender in improving people’s memory.
- ___ 6. Students’ learning power can be boosted if schools choose the sounds wisely.
- ___ 7. The music or sound you like will improve your performance.
- ___ 8. The noise type and its volume decide greatly whether it is beneficial or not.
- ___ 9. The loud noises from the airports have harmful effect on children’s learning.
- ___ 10. The understandable speech which people are not involved in easily distracts them.

Section C Reading in Depth

Read the following three passages carefully and then finish the tasks below.

PASSAGE 1

- A It's no surprise that wasting things is a nightmare for the environment—everything that we eat, wear, and otherwise consume takes up natural resources that in many cases are far from infinite. When it comes to food waste, the environment suffers a double consequence—water, packaging, transportation, and agricultural resources get used up for naught, and that leftover sandwich or container of expired cabbage you bought in hopes of healthy eating releases greenhouse gases as it breaks down in a landfill. “A huge amount of resources go into the food that we produce,” says Edward Spang, a professor of food science at the University of California at Davis, “and the food system also generates significant greenhouse gases emissions and air/water pollution. So when food is wasted, all of these environmental impacts occur without any benefits to society.”
- B A new study which came out last week from the UN Environment Programme has found that between our homes, restaurants, and food shops, 17 percent of all our food just gets dumped—that's about a sixth of all of the food we have. If you add on the food lost in production, about a third of all food produced never reaches a mouth. At the same time, nearly 700 million people were impacted by hunger in 2019, while 3 billion—almost half of the world's population—still struggle to afford healthy food.
- C What the new study found is that countries across the board are guilty of excessive household food waste, despite previously being thought of as a rich-nation issue. And it is mostly households that are to blame: 11 percent of the food in our fridges and cupboards ends up in the trash, compared to a mere 5 and 2 percent, respectively, from stores and restaurants.
- D The reasons why food goes to waste are probably familiar to you: dinner party leftovers that never get eaten, food spoiling before you get to cook it, or simply confusion over sell-by and use-by dates that lead to totally fine food ending up in the garbage.
- E And a lot of that really isn't all the consumer's fault: Those “sell-by” dates aren't regulated by the government, so 80 percent of us throw stuff out early. Not to mention planning for meals can be hard if you live in a location where healthy food isn't easily accessible. A large number of 54.4 million Americans live in food deserts, meaning healthy food can't be found close to home. For those households, multiple trips to the grocery store for fresh items before they go bad is likely out of the question.
- F “It is a systemic issue,” says Zach Conrad, a professor of nutritional epidemiology at William and Mary University. “It occurs in each stage of our food system: on the farm, through the supply chain, in retail outlets, and in the home. While that can seem