

高阶英语系列教程

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ADVANCED ENGLISH READING

高阶英语 阅读教程

通用篇

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前 言

“高阶英语系列教程”分为“高阶英语通用系列教程”和“高阶英语学术系列教程”，面向完成本科阶段基础英语学习，即将申请学术型硕士和专业硕士的非英语专业学习者。针对不同的语言能力，本系列教程包括学术目标导向的《高阶英语阅读教程(学术篇)》《高阶英语译写教程(学术篇)》和通用目标导向的《高阶英语阅读教程(通用篇)》《高阶英语译写教程(通用篇)》。

本系列教程基于高等学校本科生基础英语学习状况及国家对研究生英语能力的培养要求而编写，具有以下特点：

1. 坚持使用导向，以应用能力培养为重点。通过丰富的活动设计，引导、辅助学生提升英语综合应用能力。

2. 采用主题与语言技能融合模式。选择与学生当下学习生活和未来发展相关的主题，采用主题教学模式。每个单元的素材围绕同一主题展开，语言技能与单元主题有机融合，同时又自成体系。

3. 注重人文性与工具性的融合。通过精心选择的主题探索，拓展学生的全球视野，引导学生关注社会，提升自主学习能力，成为有国际交流和理解能力、有家国情怀与担当的高素质研究型人才。

4. 强调语言输入和活动设计的真实、地道和贴切。本系列教程的输入性素材(包括视频和文本)原汁原味，旨在营造真实的语言学习环境。在语言难度方面，采用“Flesch-Kincaid Readability Test”测出素材的可读性，并将其折算为“Flesh-Kincaid Grade Level”作为素材难度筛选指标，将教程的输入性素材难度控制在研究生入学考试难度范围内。

《高阶英语阅读教程(通用篇)》以通用英语能力培养为主要目标，聚焦阅读技能发展。全册书共9个单元，每个单元包括4个部分，每个部分由若干学习任务和活动构成。

第一部分(Part I: Start-up)通过阅读和视听材料引入主题，导入相关背景材料，激活学生的背景知识，训练学生搜寻和查找信息的能力，同时也为单元学习内容提供语言样本。

第二部分(Part II: Reading to Explore)强调细读、精读(Detailed Reading)，培养学生的批判性阅读和思考能力(Critical Reading and Thinking)，是单元学习的重点。该部分优选与主题相关的阅读材料，每个单元聚焦不同的阅读策略和翻译策略，通过一系列泛读、精读和翻译任务，促进学生从词汇到句法到语篇深度理解文本，积累与主题相关的词汇和表达法，引导学生深入理解和探索单元主题。

第三部分(Part III: Extensive Reading and Language Building)精选与主题相关的拓展文本,结合考研题型,训练学生的概括能力、综合能力以及分析能力,拓展主题学习的宽度。该部分是单元学习中拓展视野、夯实备考能力的核心部分。

第四部分(Part IV: Assessing Learning)以列表形式梳理了单元学习重难点,帮助学生自我反思,总结所学所获。该部分旨在培养学生的自我评估和终身学习能力。

由于编者水平有限,书中难免存在疏漏之处,敬请广大师生提出宝贵意见和建议。

编者

2022年3月

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Unit

Education and Learning



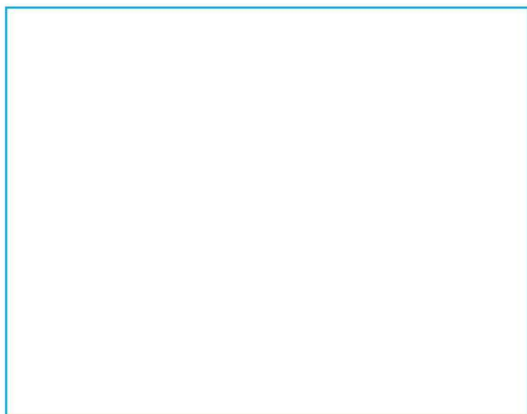
Objectives

In this unit you are expected to:

- *learn about the importance of education and learning;*
- *build up a vocabulary and expression bank on education and learning;*
- *learn how to handle numerals and quantifiers in translation;*
- *identify main ideas; and*
- *translate complex sentences into Chinese.*

Part I Start-up

Activity 1 Before reading the following passage, please list the learning modes you prefer and benefits you might gain from different learning strategies. Share your ideas with partners.



Language hints :

- ◆ Cooperative learning mode
- ◆ Inquiry learning mode
- ◆ Synthetic learning mode
- ◆ Visual learning mode
- ◆ Auditory learning mode
- ◆ Kinesthetic learning mode
- ◆ Mixed learning mode

Activity 2 Read the following passage and answer the question.

Multimodal Learning Strategies

- [1] In order to learn in a more efficient way, students need to become familiar with various methods of studying, learning, and remembering new information. If a student has multiple learning styles or preferences (and most of us do), then we are able to tap into a variety of learning modes which will enhance our ability to retain information. These multiple preferences can be varied. For example, a student may have two strong preferences such as Visual and Auditory or Auditory and Kinesthetic. Some individuals have no particular strong preferences and are a combination of all three—Visual, Auditory, and Kinesthetic.
- [2] If the student does have multiple learning styles (multimodal), the advantages gained through multiple learning strategies include the ability to learn more quickly and at a deeper level so that recall at a later date will be more successful. Using various modes of learning also improves attention span. Familiarizing yourself with various learning styles will only enhance your ability to study more effectively. For example, when comprehension of reading material has not been successful, a visual representation can often assist the student in comprehending the material. Or, if listening to a lecture has not allowed the student to gain a complete understanding of a concept, viewing a presentation on the same topic or attending a group study session could result in a more positive learning experience.
- [3] Multimodal learning strategies are a step in the right direction for most learners, allowing the student to be more aware of learning preferences which may result in a stronger desire to learn new material. Combining learning modes can also result in a more balanced approach to studying and learning, which leads to greater understanding, comprehension and retention.

Which of the following can best represent the implied main idea of Paragraph 2?

- A. Various benefits students gain from multimodal learning strategy.
- B. The categories of multimodal learning strategy.
- C. The role multimodal learning strategy plays.
- D. The drawbacks of multimodal learning strategy.

Activity 3 *Read the passage again and summarize its main idea.*

In this passage, the author explains _____
_____.

Part II Reading to Explore

➤ Text A

Learning Difficulties

- [1] Learning difficulties are often referred to as “learning differences”. This is because the main indication that a child or adolescent has a learning difficulty is when he or she is not learning the way that is expected or is seen as the “norm”. The result is that he or she will be underachieving in some, or many, aspects of their education.
- [2] The term “learning difficulties” relates to significant and unusual difficulties in the acquisition and use of one or more of the following areas: listening, speaking, reading, writing and mathematical skills.
- [3] Learning difficulties are also referred to as “learning disorders”, “learning disabilities”, and/or “specific learning difficulties”. Learning difficulties are not indicative of intelligence levels, in fact, some children demonstrate high levels of intelligence in some specific areas such as visual-spatial ability or motor skills. On the other hand, some other children have what we call “global learning difficulties”, and they will be seen as “slow learners” in all academic areas.
- [4] Learning difficulties are not primarily due to low intelligence, sensory problems such as vision or hearing problems, emotional problems or poor parenting or teaching. However, they may be associated with a diagnosed primary problem such as an attention problem (e.g. AD-HD), a Pervasive Developmental Disorder (e.g. Asperger’s Syndrome) or a Communication Disorder (e.g. Specific Language Impairment).
- [5] **Some common signs of learning difficulty.** Children and adolescents with learning difficulties are seen as a heterogeneous group. That is, they are all individuals with different types and degrees of learning difficulty. However, the following is a list of many of the common characteristics of learning difficulty:
 - Average to above-average general ability, but with under-achievement in some learning areas.
 - Difficulty with the development of literacy skills: reading accuracy and comprehension, spelling, written expression.
 - Difficulty with “multi-modal” tasks, such as listening to the teacher at the same time as copying from the board or making something.

- Taking longer than other children to carry out and complete a task.
 - Trouble remembering ideas in sequence such as times tables or the words to a song.
 - Difficulty with concentrating and paying attention, and easily distracted.
 - Memory problems e.g. can't follow instructions, especially if there are many parts, can't remember newly learned information such as math concepts.
 - Organization difficulties e.g. a poor concept of time, or forgets to bring the right equipment to class.
 - May have a history of delayed developmental milestones e.g. speech and language or motor skills.
 - May have a family history of learning difficulties.
- [6] **Recognizing Specific Learning Difficulties.** There are terms used for some very specific types of learning difficulty. The following are some of the most commonly used terms, each with a brief description.
- [7] **Dyslexia.** There are many different definitions and professional views of dyslexia, which affects 5%-10% of the population. The following definition has been formed by the Australian “Dyslexia Working Party” (Helping people with dyslexia: a national action agenda, 2010), and is based on definitions published by the British Dyslexia Association, the International Dyslexia Association, the International Reading Association and the Rose Report on Dyslexia (UK):
- Dyslexia is a language-based learning disability of neurological origin. It primarily affects the skills involved in accurate and fluent word reading and spelling. It is frequently associated with difficulties in phonological processing. It occurs across a wide range of intellectual abilities with no distinct cut-off points. It is viewed as a lifelong disability that does not respond as expected to best-practice evidence-based classroom methods for teaching reading.
- [8] **Dysgraphia.** Dysgraphia means “difficulty expressing yourself in writing”, and is a specific learning difficulty that affects the ability to recognize and form letters and recognize the relationship between speech sounds and written letters. Children and adolescents with dysgraphia commonly have persistent and greater-than-average difficulties with:
- Spelling.
 - Letter formation, such as reversing the similar-looking letters p, b, q and d.
 - Writing appropriately sized and shaped letters and spaced words.
 - Writing the right words and generally formulating their thoughts onto paper.
 - Poor, messy handwriting.
 - Tiredness when writing.
- [9] **Dyscalculia.** Dyscalculia means “a difficulty learning or comprehending mathematics”. Difficulties impact a range of areas, such as an inability to understand the meaning of numbers to an inability to apply maths concepts to solving problems. The SPELD Foundation lists the following common characteristics of dyscalculia in school-age children:
- Poor mathematical concept development.
 - Lack of understanding of mathematical terms.
 - Confusion overprinted symbols and signs.
 - Difficulty solving basic maths problems using addition, subtraction, multiplication, and division.

- Poor memory of number facts e.g. times tables.
- Trouble in applying knowledge and skills for solving maths problems.
- Weakness in visual-spatial skills, where a child may understand the required maths facts but has difficulty putting them down on paper in an organized way.
- Frequent reversal of single figures and reversal of tens and units (e.g. 34 written as 43).

Key Words and Expressions

indication	[ˌɪndɪˈkeɪʃn]	n.	表明; 标示; 象征
adolescent	[ˌædəˈlesnt]	n.	青少年
underachieve	[ˌʌndərəˈtʃiːv]	vi.	学习成绩不良; 未能发挥学习潜能
relate	[rɪˈleɪt]	v.	涉及; 联系; 叙述; 认同
acquisition	[ˌækwɪˈzɪʃn]	n.	收购; 获得; 购得物; (知识等的)习得
disorder	[dɪsˈɔːdə(r)]	n.	杂乱; 混乱; 动乱; 失调; 疾病
spatial	[ˈspeɪʃl]	adj.	空间的; 存在于空间的; 受空间条件限制的; 占大篇幅的
diagnose	[ˈdaɪəgnəʊz]	v.	诊断; 判断
pervasive	[pəˈveɪsɪv]	adj.	普遍的; 扩大的; 渗透的; 弥漫的
syndrome	[ˈsɪndrəʊm]	n.	综合征; 综合症状; 典型表现
impairment	[ɪmˈpeɪmənt]	n.	损害; 损伤
heterogeneous	[ˌhetərəˈdʒiːniəs]	adj.	各种各样的; 成分混杂的
sequence	[ˈsiːkwəns]	n.	[数]数列; 序列
		vt.	使按顺序排列; 安排顺序
concept	[ˈkɒnsept]	n.	概念; 观念
dyslexia	[dɪsˈleksiə]	n.	读写困难
neurological	[ˌnɜːləˈlɒdʒɪkl]	adj.	神经学的; 神经病学的
phonological	[ˌfɒnəˈlɒdʒɪkl]	adj.	音系学的; (一种语言的)语音(或音位)体系的
dysgraphia	[dɪsˈgræfɪə]	n.	书写困难
formulate	[ˈfɔːmjuleɪt]	vt.	构想出,规划; 确切地阐述; 用公式表示
subtraction	[səbˈtrækʃ(ə)n]	n.	减; 减法; 减除法; 减去
multiplication	[ˌmʌltɪplɪˈkeɪʃn]	n.	增加; 繁殖,倍增; [数]乘法; 乘法运算
division	[dɪˈvɪʒn]	n.	分开; 分配; 除法; 部门; (军队)师; 分组表 决; 级; 分界线
reversal	[rɪˈvɜːsl]	n.	倒转; 颠倒; 反复; 逆转,反转; [法]撤消

Activity 1 Complete the following passage with relevant information from Text A.

Learning difficulties are also referred to as “learning disorders”, 1) “_____”, and/or “specific learning difficulties”. Generally, they relate to significant and unusual difficulties in the 2) _____ and use of cognitive abilities. They are caused not only primarily by 3) _____, sensory problems, emotional problems and poor parenting or teaching, but also be associated with some 4) _____. Primarily, there are three types of common learning difficulties. Dyslexia is a language-based learning disability of neurological origin. Dysgraphia means “difficulty expressing yourself in writing”. And 5) _____ means “a difficulty learning or comprehending mathematics”.

Activity 2 Choose the best answer to each of the following questions based on Text A.

- Which expression below can best replace the word norm in the first paragraph?
A. precondition B. standard C. intention D. requirement
- Why are learning disabilities not indicative of intelligence levels?
A. Because some children only occasionally perform poorly in academic areas.
B. Because some children display high levels of intelligence in some specific fields.
C. Because some children are not studying hard enough.
D. Because some children lack proper learning attitudes and approaches.
- According to the passage, which of the following syndrome belongs to dyscalculia?
A. Inability to write the right words in a proper size.
B. Inability to read fluently and accurately.
C. Inability to comprehend numbers, figures or times tables.
D. Inability to sort out one’s thoughts onto paper.
- What is the main idea of the passage?
A. The causes resulting in learning difficulties.
B. Horrible effect of learning difficulties.
C. Effective means to overcome learning difficulties.
D. Learning difficulties and the corresponding syndromes.

Activity 3 Translate the following English sentences into Chinese.

- The term “learning difficulties” relates to significant and unusual difficulties in the acquisition and use of one or more of the following areas: listening, speaking, reading, writing and mathematical skills.

- Learning difficulties are not indicative of intelligence levels. In fact, some children demonstrate high levels of intelligence in some specific areas such as visual-spatial ability or motor skills.

3. Some other children have what we call “global learning difficulties”, and they will be seen as “slow learners” in all academic areas.

4. Learning difficulties are not primarily due to low intelligence, sensory problems such as vision or hearing problems, emotional problems or poor parenting or teaching.

5. Children and adolescents with learning difficulties are seen as a heterogeneous group, that is, they are all individuals with different types and degrees of learning difficulty.

➤ Translation Tips

Translating Numerals and Quantifiers

数词和量词的翻译

1. 数词的翻译

英汉两种语言表示数量的方法有时不同,翻译时不仅需要仔细推敲如何表达,有时还需要进行换算。

例如:

ten thousand: 万	one hundred thousand: 十万	one hundred million: 亿
one billion: 十亿	ten billion: 百亿	

hundreds of: 数百	thousands of: 数千; 成千上万	tens of thousands of: 千千万万
millions of: 数百万; 千百万	millions of millions of: 亿万	

与此类似的还有一些表示数量的名词:

decades: 几十(年)	scores: 好几十; 大量	dozens: 数打
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2. 量词的翻译

1) 度量衡单位词的翻译: 直接将量词译为对应的汉语。

例如: ton: 吨 gram: 克 foot: 英尺 inch: 英寸

2) 普通名词作量词则应按语境来译, 必须符合汉语的表达习惯。

例如: a piece of news: 一则消息 a colony of ants: 一窝蚂蚁 a cake of soap: 一块肥皂

3) 翻译时增加量词。

例如: a chair; 一把椅子 a horse; 一匹马 a tree; 一棵树

A red sun rose slowly from the calm sea.

一轮红日从风平浪静的海面冉冉升起。

3. 倍数的翻译

1) 倍数的增加

(1) n times + 名词或 + that of..., n times as... 或 as $v.$ + n times...

例 1: The output of cars of this year is about three times as great as that of last year.

今年的汽车产量大约是去年的三倍。或: 今年的汽车产量比去年多两倍左右。

译法: 此类表达可译成“是……的 n 倍”或“比……增加 $n-1$ 倍”。

(2) n times + 增加意义的比较级 + than...

例 2: The irrigated area in this prefecture is four times bigger than in 1998.

这个辖区的灌溉面积比 1998 年增加了 4 倍。

译法: n times + 增加意义的比较级 + than... 可译成“净增加……或……倍”。

(3) 增加意义的动词 + by...

例 3: The rate of inflation has increased by 3%.

通货膨胀率增长了 3%。

译法: 增加意义的动词 + by a factor of 可译成“增加了 $n-1$ 倍”; 增加意义的动词 + to... 可译成“增加到……或……倍”或“增加了 $n-1$ 倍”。

(4) double, treble, quadruple, n + fold

例 4: The efficiency of the machine has been more than trebled.

这台机器的效率增加了二倍多。

译法: 此类 double, treble, quadruple, n + fold 等表示的倍数的表达可译成“是……的 n 倍”或“增加了 $n-1$ 倍”。

2) 倍数的减少

(1) n times as “减少”意义的原级 as..., n times “减少”意义的比较级 than..., “减少”意义的动词 + n times 等

例 5: The length of the laser tube was reduced ten times.

激光管的长度缩短到 1/10。(或: 激光管的长度缩短了 9/10。)

例 6: This kind of film is twice thinner than ordinary paper, but its quality is quite good.

尽管这种薄膜的厚度只是普通纸张的一半, 可是质量却相当好。

译法: 此类表达可译成“比……减少 $(n-1)/n$ ”“减少了 $(n-1)/n$ ”“是…… $1/n$ ”“减少到 $1/n$ ”(若 n 中有小数点, 则要换算成不带小数点的分数或百分数)。

(2) “减少”意义的动词 + by 可译成“减少……”“减少 $n-1/n$ ”或“减少到 $1/n$ ”; 减少意义的动词 + by a factor of

例 7: The load resistance is reduced by a factor of 5.

负载阻抗减少到五分之一。

例 8: The company has reduced its workforce from more than 15,000 to 10,000.

该公司将其工作人员从一万五千人裁减到一万人。

译法:此类表达可译成“减少 $n-1/n$ ”或“减少到 $1/n$ ”;减少意义的动词+ to 可译成“减少到……”。

4. 习语中数词的翻译

有些英语数词在汉译时可以进行等值翻译。但是,也有少数词不能进行等值翻译,或者不译出来。这种处理方法是为了使汉译句子能符合汉语的表达习惯。以下分别举例说明。

1) 等值翻译

a drop in the ocean 沧海一粟

within a stone's throw 一箭之遥

kill two birds with one stone 一箭双雕

A fall into the pit, a gain in your wit. 吃一堑,长一智。

2) 不等值翻译

at sixes and sevens 乱七八糟

on second thoughts 再三考虑

by ones and twos 三三两两地,零零落落地

Two heads are better than one. 三个臭皮匠胜过诸葛亮。

—Can you come down a little? —Sorry, it's one price for all.

—你能便宜一点卖吗? —对不起,不二价。

3) 不必译出

One man's meat is another man's poison. 人各有所好。

I'll love you three score and ten. 我会一辈子爱你的。

Ten to one he has forgotten it. 很可能他已经忘了。

His mark in math is second to none in the class. 他的数学分数在班上名列前茅的。

She is a second Lei Feng. 她是雷锋式的人物。

I always believe in my sixth sense. 我总相信我的直觉。

He talks about you nine times out of ten when we have chit-chat. 每次我们闲聊时,他几乎都谈及你。

Practice 1

The per-capita disposable income of city dwellers rose by 3.4 percent and the per-capita net income of rural residents by 4.6 percent.

Practice 2

Last year, 7 million people in cities and towns found their first jobs, and 2.45 million laid-off workers were re-employed, and the registered unemployment rate in cities and towns was 3.1 percent.
