

高阶英语系列教程

总主编 彭 静 李小辉

ADVANCED ENGLISH READING

高阶英语 阅读教程

学术篇

主 编 雷 蕾
副主编 王良兰 邓 琪



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ADVANCED ENGLISH

高级英语

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高阶英语 阅读教程

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主编 王守素
副主编 王守仁 王守琨



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GAOJIE YINGYU YUEDU JIAOCHENG (XUESHUPIAN)

主 编 雷 蕾

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出版人:饶帮华

社址:重庆市沙坪坝区大学城西路21号

邮编:401331

电话:(023) 88617190 88617185(中小学)

传真:(023) 88617186 88617166

网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn(营销中心)

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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(学术篇)》以培养英语能力为主要目标，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、综合以及分析能力,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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1 Unit

Education and Learning



Objectives

In this unit you are expected to:

- *learn about the importance of language learning and key elements in education;*
- *build up a vocabulary and expression bank on education and learning;*
- *identify the main idea of a text;*
- *translate complex sentences into Chinese;*
- *use suffixes in word formation.*

Part I Start-up

Activity 1 Before watching the video clip, can you imagine what education and learning will be like in the future owing to the development of technology? List your ideas and share them with your partners.

Language hints: Here are some useful expressions for you to comprehend the video on “Future Education and Learning”.

- IT operators
- extend beyond classroom
- personalized learning
- virtual reality
- artificial intelligence
- enhance research capability
- AI infrastructure foundation

Activity 2 Watch the video “Future Education and Learning” and fill in the blanks with the information you’ve got from the video.



1. What can the hottest technologies mentioned in the video do for education?
In education, they can allow students to visit monuments, explore Mars and even (1) _____.
2. What can AI do for education?
 - A. It could (2) _____ the delivery of information and assessment to an individual.
 - B. It could also shift the role of a teacher to that of a (3) _____, supplementing the AI lessons and helping (4) _____.
 - C. For academic research and discoveries, AI could help (5) _____ you can’t even see right now.

Activity 3 Watch the video clip again and summarize its main idea.

In this video clip, the speaker explains that _____

Part II Reading to Explore

➤ Text A

The Real Reasons to Support Language Study

- [1] In an era of dwindling budgets, universities have identified language programs as an area for possible cuts. Languages with few students are being framed as luxuries that cannot be afforded during a time of scarcity. The target is easy: Language instruction is delivered by non-tenured faculty members to a much greater extent than most other subjects are. Some universities have even announced that entire language departments might be eliminated as a way to, euphemistically, realign resource allocation with emerging priorities. There is a fundamental misunderstanding of the role that language learning should play in undergraduate and graduate curricula, which could seriously imperil the ability of the university to educate the students of the 21st century.
- [2] The conventional wisdom among university administrators is that languages are helpful only as tools to achieve an end, such as being able to live, work, or do research in countries where operating in English is not an option. My casual conversations with parents of students and with officials of external sources of support, including government agencies and foundations, reveal a similarly limited view. This stance is as shortsighted as it is widespread among the people who make key decisions about resource allocation across disciplines and programs, and among those who pay for our students' education.
- [3] For starters, research indicates that effective language instruction must be culturally grounded. Acquiring a language involves learning the culture or cultures intimately associated with it. Although business students, for example, can operate in English in a large number of countries, a deeper understanding of the cultures there would enhance their performance as employees or entrepreneurs. Interactions and negotiations in English may be possible, but there is nothing like knowing the local language to become aware of the nuances and the sensitivities involved in everyday life or work situations.
- [4] We also know from research and experience that acquiring another language makes students better problem-solvers, unleashing their ability to identify problems, enriching the ways in which they search and process information, and making them aware of issues and perspectives that they would otherwise ignore. I have often observed that students with exposure to two or more languages and cultures are more creative in their thinking, especially when it comes to tackling complex problems that do not have clear solutions.
- [5] Learners of languages, by exposing themselves to other cultures and institutional arrangements, are more likely to see differences of opinion and conflicts by approaching a problem from perspectives that incorporate the values and norms of others as well as their own. Knowledge of other languages also

fosters tolerance and mutual understanding. Language learning is thus much more than becoming operational in an environment different than one's own. It is a powerful way of appreciating and respecting the diversity of the world.

- [6] Another common misconception about the study of languages is that globalization has reduced the market value of most of them while increasing that of English, the lingua franca of business, science, and technology. According to that logic, students would be wise to invest their time and energy in other subjects once they have mastered spoken and written English. While it is true that major multinational companies use English at their most important meetings, I continue to come across case-based evidence indicating that if you work for a German, Japanese, Chinese, Swedish, or Brazilian company, you'd better speak the language of the home country, or you will be at a disadvantage when it comes to understanding the subtleties of decision-making and advancing your career. English proficiency may have become a necessary qualification for employment at most multinational organizations, but it is certainly not sufficient to pursue a successful professional career in an international context. The argument that the market value of the English language is increasing relative to the value of other languages, if pushed to its logical extreme, would present native English speakers with a false choice between allocating their energies to learning another language and focusing on other academic subjects.
- [7] Many universities have lost touch with an evolving reality in the international business world. Some undergraduate and graduate business programs claim to offer an international education, in some cases involving short study trips. But few integrate a rigorous course of study in languages with standard business subjects. At the graduate level, we have convinced ourselves that a one- or two-week trip to meet business leaders in some country can be a substitute for the deep study of at least one foreign language and culture. We are fooling ourselves if we believe that a global management education consists of short study trips instead of serious language instruction.
- [8] Students who are serious about engaging in a demanding activity, whether learning to speak a language or play a musical instrument, are more motivated to learn other subjects. The language learner is undaunted by the difficulty of the task and eager to benefit from the discipline that language instruction offers. I teach sociology and management courses to undergraduate and graduate students. Those who have knowledge of languages other than English tend to perform better.
- [9] By undermining the importance of learning other languages, we are losing an opportunity to educate our students to be better citizens of the world, and failing to provide them with the tools and mind-set they need to understand and solve complex problems. Learning a language exercises the mind and enriches the spirit. It is a fundamentally humbling process by which students learn that their culture and way of expressing it are relative, not absolute. That perspective makes them more open to other points of view, and more likely to avoid one-size-fits-all solutions to the problems of the world.

New Words and Expressions

dwindle	['dwɪndl]	vi.	减少; 变小
		vt.	使缩小; 使减少
euphemistically	[ɪju:fə'mɪstɪkli]	adv.	委婉地; 婉言地
realign	[ɹi:ə'laɪn]	vi.	重新排列; 再结盟; 改组; 重组
fundamental	[fʌndə'mentl]	adj.	基本的; 根本的
imperil	[ɪm'pɛrəl]	vt.	危及; 使陷于危险
conventional	[kən'venʃənl]	adj.	传统的; 惯例的; 符合习俗的; 常见的
allocation	[ɪlə'keɪʃn]	n.	分配; 配置; 安置
acquire	[ə'kwɪər]	vt.	学到; 获得; 取得; 捕获
entrepreneur	[ɒntrəprə'nɜ:r]	n.	企业家; 承包人; 主办者
unleash	[ʌn'li:ʃ]	vt.	放开; 解除束缚; 发泄; (使)爆发
tackle	['tækəl]	vt./vi.	应付; 处理(难题或局面)
tolerance	['tɒlərəns]	n.	宽容, 容忍; 耐力; 公差
misconception	[ɪmɪskən'sepʃn]	n.	误解; 错觉; 错误想法
lingua franca	[ɪŋgwə 'fræŋkə]	n.	通用语; 混合语; 共通语
subtlety	['sʌltɪ]	n.	微妙; 敏锐; 精明
rigorous	['rɪgərəs]	adj.	严格的; 严厉的; 严密的; 严酷的
demanding	[dɪ'mɑ:ndɪŋ]	adj.	(工作)要求高的, 费力的; (人)苛求的, 难满足的
undermine	[ʌndə'maɪn]	vt.	破坏; 挖掘地基

Activity 1 Fill in the outline of the text with relevant information from Text A.

The Real Reasons to Support Language Study

I. The background

There's a misunderstanding of the role of (1) _____ in undergraduate and graduate curricula so that universities cut budgets for language programs when budgets dwindle.

II. Three misconceptions about language study

- A. Languages are helpful only as tools to (2) _____.
- B. Globalization has reduced the (3) _____ of most of the language study while increasing that of English.
- C. A global management education consists of short study trips instead of (4) _____.

III. Real reasons to support language study

- A. A deeper understanding of the cultures there would (5) _____ as employees or entrepreneurs.
- B. Language learning makes students better (6) _____, unleashing their ability to (7) _____, enriching the ways in which they (8) _____.
- C. Knowledge of other languages fosters tolerance and (9) _____.
- D. Language learners are more (10) _____ to learn other subjects.

Activity 2 Choose the best answer to each of the following questions based on what you have read in Text A.

1. Why have universities regarded language programs as an area for possible budget cuts?
 - A. Because language instruction is delivered by non-tenured faculty members who made the instruction inferior to other subjects.
 - B. Because language learning is a luxury and is not affordable for most college students.
 - C. Because some misconceptions about language learning imperil the ability of the university to educate the students of today.
 - D. Because some universities have announced the complete elimination of language departments.
2. According to the writer, which is NOT the benefit of embedding cultural study into language learning?
 - A. A deeper understanding of the cultures would enhance their performance as employees or entrepreneurs.
 - B. The cultural study would help employees or entrepreneurs to interact and negotiate better.
 - C. Culturally grounded language study would help people become aware of the nuances and sensitivities involved in life and work.
 - D. Cultural study is an essential part of language learning because they are intimately associated.
3. Which expression below can best replace the word “nuances” in Paragraph 3?
 - A. Trivialities.
 - B. Subtle differences.
 - C. Total ignorance.
 - D. Relevance.
4. What do the research and experience in Paragraph 4 show?
 - A. Language learners are better at identifying and solving problems and they tend to be more creative.
 - B. Acquiring another language hinders the learner’s ability to search and process information.
 - C. Language learners usually have an unclear solution while tackling complex problems.
 - D. Students with exposure to two or more languages and cultures feel hard to make decisions when they have many creative solutions.
5. According to the writer, what would be the wise choice for the students?
 - A. To invest time and energy in other subjects once they have mastered spoken and written English.
 - B. To understand the subtleties of English and advance their careers.
 - C. To avoid attractions of language study and focus on academic subjects.
 - D. To spend time in learning the necessary working language.

6. What's the relationship between a short study trip and a deep language study?
- A. Short study trips could be replaced by deep language study.
 - B. A short study trip should be prior to a language study.
 - C. Short study trips should be integrated with language study.
 - D. Short study trips should be given more importance than language study.

Activity 3 *Translate the following English sentences into Chinese and pay special attention to the underlined parts.*

1. There is a fundamental misunderstanding of the role that language learning should play in undergraduate and graduate curricula, which could seriously imperil the ability of the university to educate the students of the 21st century. (Paragraph 1)

2. This stance is as shortsighted as it is widespread among the people who make key decisions about resource allocation across disciplines and programs, and among those who pay for our students' education. (Paragraph 2)

3. We also know from research and experience that acquiring another language makes students better problem solvers, unleashing their ability to identify problems, enriching the ways in which they search and process information, and making them aware of issues and perspectives that they would otherwise ignore. (Paragraph 4)

4. While it is true that major multinational companies use English at their most important meetings, I continue to come across case-based evidence indicating that if you work for a German, Japanese, Chinese, Swedish, or Brazilian company, you'd better speak the language of the home country, or you will be at a disadvantage when it comes to understanding the subtleties of decision—making and advancing your career. (Paragraph 7)

5. By undermining the importance of learning other languages, we are losing an opportunity to educate our students to be better citizens of the world, and failing to provide them with the tools and mind—set they need to understand and solve complex problems. (Paragraph 9)

Translation of Complex Sentences

复杂句式的翻译

英汉两种语言之间的差异不仅体现在词汇层面上,而且还显著地体现在句子层面上。二者在句子结构上有很大的差别,其主要表现如下:英语主语突出,汉语主题突出;英语常用无灵主语,汉语多用有灵主语;英语叙述大多呈静态,汉语叙述大多呈动态;英语组句多焦点透视,句式呈树式结构,汉语组句多散点透视,句式呈竹式结构;英语思维重逻辑,句式严谨规范,缺乏弹性,汉语思维重语感,句式长长短短,灵活多变。

根据两种语言特点,在进行英译汉时,可分三个步骤:

第一步:划分句子结构,找句子主干;

第二步:确定修饰词,修饰短语或修饰从句的修饰关系;

第三步:确定代词指代对象。

Practice 1

Most Asian-American students owe their success to the influence of parents who are determined that their children take full advantage of what the American educational system has to offer.

分析:全句有4个谓语动词:owe, are determined, take 和 has。其中主句动词是 owe。句子主干为:Most Asian-American students owe their success to the influence of parents。who 引导的是定语从句,修饰 parents。其中,that 引导的是 are determined 的宾语从句,what 引导的是介词 of 的宾语从句。

Practice 2

Researchers have established that when people are mentally engaged, biochemical changes occur in the brain that allow it to act more effectively in cognitive areas such as attention and memory.

分析:全句有4个谓语动词:have established, are engaged, occur 和 allow。其中主句动词是 have established。句子主干为 Researchers have established that。其中,第一个 that 引导的是 have established 的宾语从句。在这个宾语从句中,when 引导的是其时间状语从句。要注意的是,第二个 that 引导的定语从句修饰的是 biochemical changes 而并非 brain。

Practice 3

It is precisely this kind of conversation that is of importance when we are seeking to develop our reading to meet the new demands being placed upon us by studying at a higher level.