

21世纪高等院校“十二五”重点 规划教材

大学英语

阅读教程

第1册（修订本）

College English Reading



ENGLISH

• 主 编 马玉玲

• 副主编 白颜鹏 么春影



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内 容 简 介

本书以《大学英语课程教学要求》及四级考试大纲为依据,针对2013年改革后的新题型,系统地、详尽地分析了大学英语四级考试阅读理解的解题步骤和解题技巧,并提供了大量的专项模拟题。本书准确把握大学英语四级考试的出题脉络,选材广泛,题材新颖,试题编写针对性强,读者在学习本书后可在提高应试技巧的同时切实增强自身的英语阅读能力。

本书可供高等院校各专业一、二年级学生作为“大学英语阅读”课程的教材使用,同时也可供其他英语学习爱好者参考。

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前言

“得阅读者得天下”，这是学生对阅读理解重要性的精辟概括。阅读理解在大学英语四级考试中占有很大的比重，提高阅读速度和效率是决胜大学英语四级考试阅读理解题的关键。

从2013年12月开始，全国大学英语四、六级考试的试卷结构和测试题有了新的调整。整个阅读理解所占的比例仍为35%，考试时间为40分钟。词汇理解（选词填空）占5%。长篇阅读（即原来的快速阅读）占10%，篇章长度和难度依然不变。改变后的长篇阅读题型为匹配题，即篇章后附有10个句子，每句一题，每句所含的信息出自篇章的某一段落，要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题，有的段落可能不对应任何一题。仔细阅读占20%，包含两篇文章，每篇文章后有5个选择题。整个阅读环节（Section A、Section B、Section C）由“选词+段落+精读”构成，时间依然很紧张，因此大量的训练必不可少，唯有训练加技巧才能铸就阅读效率和实力。

1. 编写总则

本系列教材以《大学英语课程教学要求》为准则，以先进的外语教学理论为指导，教材的总体设计体现知识性、鲜活性、趣味性、实用性，注重培养学生的人文素质。本系列教材的编写坚持做到“四个结合”：语言知识与语言技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合。本系列教材的编写注重对学生的“多维度”“一体化”培养，即语言能力、学习策略、文化素养的同步培养。在教学模式上，本系列教材着重构建多层次、立体化的教学模式。

2. 选材要求

在编写过程中，我们力图使内容具有时代感、趣味性、思想性和知识性。题材广泛，包括人物传记、社会、文化、日常知识、科普常识等，所涉及的背景知识都能为学生所理解；体裁多样，包括叙述文、说明文、议论文等；文章的语言难度中等，超出大纲四级词汇表的范围，都用汉语注明词义。

3. 练习特点

我们在设计教材练习形式时既考虑到非英语专业学生学习的特点，也考虑到学生在学习中可能会遇到的困难，在练习形式上做到多样化、有新意，难度呈坡度状，提倡课堂互动，鼓励学生“learn to do”和“do to learn”。本书每单元的习题均附有答题卡及参考答案

与解析，使学生既能够在课堂上使用本书，也可以在老师的指导下通过自学来提高阅读能力。

4. 教学目标

教学目标设计体现教学的层次性，目标进度呈阶梯状，即一般要求、较高要求和更高要求。教学起始目标为一般要求，最终目标是更高要求。

阅读理解在某种程度上不仅考查学生的英语语言水平，同时也考查学生的知识面和知识结构，所以本书为一些文章提供了实用的背景知识，既能增强学生对短文的理解，又有助于拓展学生的知识面。同时，每篇文章都标出文章的词数及建议阅读答题时间，让学生更好地掌握考试节奏。

5. 使用对象

本书适合非英语专业在校生及意图提高自身阅读能力的其他读者使用。通过本书的学习和练习，可以提高学生快速阅读、仔细阅读、精读、略读、泛读方面的能力，以及通过阅读解决问题的能力。在大量的阅读之后，学生应认真完成各项练习，细心体会其中的技巧，并在练习中熟练地掌握技巧，然后再利用技巧来解决问题，提高理解能力和准确判断能力，以便在大学英语四级考试中取得更好的成绩。

本书共有8个单元，参编人员为：马玉玲、白颜鹏、闫虹、张慧成、王丽娜、黎黎、邸素敏、邢园园、李艳芳、宁江涛、么春影、王堃（Quin Wang）、袁雪（Michelle Yuan）。全书由马玉玲担任主编，负责书稿的审校和定稿。

由于编者水平有限，书中错误及疏漏之处在所难免，敬请广大读者批评指正。

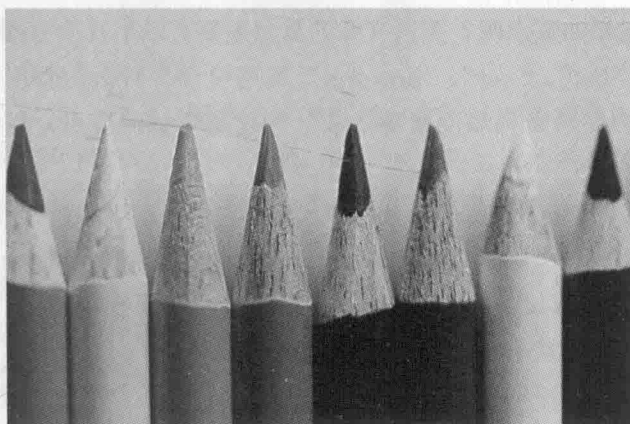
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解 题 技 巧



A man must first sharpen his tools if he is going to excel his business.

— Confucius

Skimming and Scanning 的解题技巧

正确的阅读方法可以制胜于千里之外。

学生平时阅读一般会采取两种阅读方法：一种是先看文章，后看问题；另一种是先看问题，带着问题去读文章。对于快速阅读而言，究竟采用哪一种方法比较好呢？我们认为还是先看问题后读文章对快速阅读比较有利。其原因在于，先看问题，便可以熟悉出题人的出题角度，并且可以找出题干中的关键词，再通过问题把上述“关键词”在原文中找出来，然后在读文章的过程中，一旦发现这些词，注意力必然会高度集中，这样有助于提高做题的准确性。

由此得出的正确的快速阅读方法就是“五步阅读法”。

第一步，扫描题干抓关键。

即首先看题干，找出题干中的关键词。题干中的关键词包括数字、人名、地名、专有名词、引号里的词语，等等。



第二步，快速浏览全文，把握文章主旨大意，并标出重点。

即快速浏览文章。在快速浏览文章的时候，不需要每一个单词和句子都读得懂，因为没有时间也没有必要这样做。在这一过程中，考生所要做的是首先弄清楚文章的中心思想是什么；其次，考生要用笔在试卷上标记出考试要考的重点。那么，很多考生就会问，如何把握文章的主旨大意，如何标注文章的重点呢？

要解决如何把握文章的主旨大意这个问题，需要分两步走。第一步，仔细阅读文章首末段的首末句。这是由英语文章的段落结构来决定的。西方人说话向来喜欢开门见山，所以英语文章的段落 70% 都是一上来就交代作者的写作目的或意图。第二步，要仔细阅读其他各段落的首句。然后把这两步综合起来，英语文章的主旨大意就基本上可以把握住了。

那么，又如何标注文章的重点呢？英语文章的重点主要有以下几个方面。

(1) 转折：通常由“but”、“yet”、“however”等词引导。转折的作用一般来说是对前面的否定，对后面的肯定，因此转折词后面引导的成分往往是考试的重点，特别是在文章中出现的“but”。

(2) 比较：通常形式为“more/less ... than ...”。比较的作用在于通过比较突出某一点。比如，在“more A than B”的结构中，很显然是强调 A，那么考生直接把 A 标注为重点，重点关注 A 就可以了。以此类推，在“less A than B”的结构中，很显然是强调 B，那么考生就可以直接将 B 标注为重点。这些都是出题人喜欢出题的地方。

(3) 主旨句、主题句：主旨句及主题句是高度概括性的句子，直接反映出作者的写作目的和意图，因此也是出题人的出题点。

另外，还有因果句、特殊疑问句、独立成段句、长难句乃至特殊标点符号等，都是需要考生在第一遍阅读时重点关注的内容。

第三步，定位原文，解剖句子。

即在快速读完一遍文章的基础上，再看一遍问题，带着题干中的关键词迅速回到原文中去定位，找出问题出现在原文的第几段第几行。需要注意的一点是，大学英语四级考试的出题顺序是高度一致的，所以一定要在文章中找到出处。许多考生在文章中找不到问题的出处，只是凭第一遍阅读的印象去猜答案，很显然做题的准确性就一定不会很高。

第四步，比较选项，确定答案。

在读懂文章句子的基础上，然后再次回到问题上来，看一下 A、B、C、D 四个选项哪一个与原文中的意思是相对应的。当然，在这一比较筛选的过程中，很多考生往往会排除一到两个选项，对于剩下的选项就会产生犹豫，很难取舍。大学英语四级考试以细节题为主，所以更多的是以文章为主导来选择原文信息，或者是同义改写原文的信息。这在本书的实际阅读中将被切实地用于实践，进而提高正确率。

第五步，主旨态度题最后做。

所谓主旨态度题最后做就是，如果 5 个问题中，第一个问题就问你，文章的中心思想、作者的写作意图或者作者写这篇文章的态度是什么，这时可以先放过去。这是因为考生第一遍阅读文章的时候，只是掌握了文章的大意，对文章还没有形成一个比较全面的了解，因此可以先放过去，先解答其他问题，待解答完其他问题后再去解答主旨态度题，这样准确率就比较高一些。主旨决定着全文的方向，因此这类题目解答得正确与否有可能直接决定着其他问题解答的正确率。

二、Reading in Depth 的解题技巧

(1) 先看题干，带着问题读文章。

即先看试题，再读文章。阅读题干时，首先要掌握问题的类型，分清是客观信息题还是主观判断题。客观信息题可以从文章中直接找到答案。主观判断题考查的是对文章感情基调、作者未加陈述的观点及贯穿全文的主旨大意的理解等，解答这类题必须对作者的态度、意图及整篇文章进行深层次的推理等。其次，要了解题干及各个选项所包含的信息，然后有针对性地对文章进行扫读，对有关信息进行快速定位，再将相关信息进行整合、甄别、分析、对比，有根有据地排除干扰项，选出正确答案。

(2) 速读全文，了解大意和主题。

阅读的目的是获取信息。一个人阅读能力的高低决定了他能否快速高效地吸收有用的信息。阅读能力一般指阅读速度和理解能力两个方面。阅读速度是阅读最基本的能力。没有一定的阅读速度就不能顺利地输入信息，更谈不上运用英语。考生必须在十分有限的时间内运用略读、扫读、跳读等技巧快速阅读，搜寻关键词、主题句，捕捉时空、顺序、情节、人物、观点，并且理清文章脉络，把握语篇实质。

抓主题句是快速掌握文章大意的最主要方法。主题句一般出现在文章的开头和结尾。用归纳法撰写的文章，都是表述细节的句子在前，概述性的句子居后。此时，主题句就是文章的最后一句。用演绎法撰写的文章，大都遵循从一般到个别的写作程序，即从概述开始，随之辅以细说。这时，主题句就是文章的第一句。当然也有些文章没有主题句，需要读者自己去归纳。主题句往往对全文起提示、启迪、概括、归纳的作用。主旨大意题、归纳概括题、中心思想题往往直接可以从主题句中找到答案。

(3) 详读细节，理顺思路与文章脉络。

文章绝不是互不相干的句子杂乱无章地堆砌在一起。作者为文，有脉可循。例如，记叙文多以人物为中心，以时间或空间为线索，按事件的发生、发展、结局展开叙述；议论文则包含论点、论据、结论三大要素，通过解释、举例来阐述观点。考生可根据文章的特点，详读细节，以人物、时间、地点、事件、因果等为线索，找出关键词语。做此类题的要点是：返回原文，找准出处。

(4) 逻辑推理，做好深层理解题。

在阅读材料中，有时作者并未把意图说出来，阅读者需要根据字面意思，通过语篇逻辑关系，研究细节的暗示，推敲作者的态度，理解文章的寓意。这就是通常所说的深层理解。深层理解题主要包括归纳概括题（中心思想、加标题等）和推理判断题，是阅读理解中的难点。深层理解是一种创造性的思维活动，但必须忠实于原文，要以文章提供的事实和线索为依据，立足已知推断未知，不能凭空想象，随意揣测。它要求阅读者对文字的表面信息进行分析、挖掘和逻辑推理，不能就事论事，以偏概全。只有吃透文章的字面意思，推理才有前提和基础。

三、Banked Cloze 的解题技巧

Banked Cloze 为一篇长度为 250 个单词左右的文章，在文章当中去掉了 10 个单词，后面有 15 个单词选项，要求考生选择正确的单词填入文章，使文章意义完整。该部分测试的重点在于把握



文章的结构,主要考查考生对连贯性、一致性、逻辑联系等语篇、语段整体特征及单词在实际语境中应用的理解,即要求考生在理解全文的基础上弄清文章的宏观结构,并具体细化到每个单词的微观理解。

Banked Cloze 题型可按以下步骤来解答。

(1) 跳读全文,抓住中心。

考生首先应该跳读全文,根据首末段原则及首末句原则,迅速抓住文章的主题。判定文章的主题对于篇章的整体把握具有积极的意义。

(2) 阅读选项,词性分类。

接着,考生要仔细阅读各个选项。因为选项仅仅是一个个单词,而非句子或者语段,所以考试难度就大大降低了。考生应该根据词性把每个单词进行分类归纳,如名词、动词、形容词、副词、介词、连词各有几个选项。

(3) 瞻前顾后,灵活选择。

在选择时,可以根据空格中应填入的词性,大大缩小选择的范围。考生可以根据上下文的内在逻辑结构选择合适的单词填空。

(4) 复读全文,谨慎调整。

填空完成后,再次复读全文,自我感觉上下文是否通顺、内在逻辑关系是否连贯,如有问题,也需要谨慎地微作调整。

Banked Cloze 的解题技巧主要有以下几个方面。

(1) 判定词性时可以重点分析动词的时态,即哪几个是一般时,哪几个是过去时,或者是过去分词。考生可以根据上下文时态对应的原则,进一步缩小选择范围。

(2) 如果选项中出现指代词时,往往该选项不能放在首句,要注意指代成立的条件。

(3) 如果选项中出现一组反义词时,往往有一个是干扰选项,它注重考查的是对于文章框架结构的理解,要求考生理解整篇文章的语境色彩。

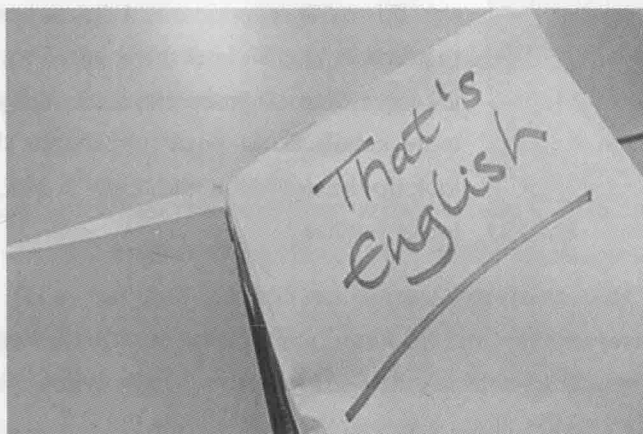
(4) 如果选项中出现一组近义词时,往往也有一个是干扰选项,它注重考查的是词汇的精确理解,要求考生分析其细微的区别。

(5) 如果选项为连词时,要关注上下句内在的逻辑关系。常见的逻辑关系有因果、并列、递进、对比、前后意思一致等。

(6) 要有总体观,不必按顺序答题。考生可以先把自己最有把握的词选出,然后删除该选项,从而为吃不准的选项缩小选择范围。

Unit 1

Language Learning



Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

— Native American Saying

I. Long Passage Reading (长篇阅读)

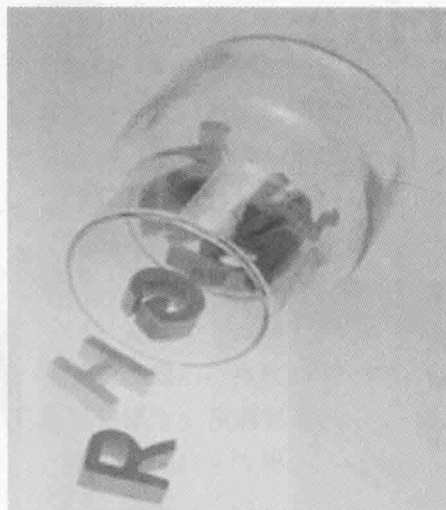
Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **the Answer Sheet**.



Five Rules of Speaking English Fluently

1. Don't study grammar too much.

This rule might sound strange to many ESL(English as a second language) students, but it is one of the most important rules. If you want to pass examinations, then study grammar. However, if you want to become fluent in English, then you should try to learn English without studying the grammar.



[A] Studying grammar will only slow you down and confuse you. You will think about the rules when creating sentences instead of naturally saying a sentence like a native. Remember that only a small fraction of English speakers know more than 20% of all the grammar rules. Many ESL students know more grammar than native speakers. I can confidently say this with experience. I am a native English speaker, majored in English Literature, and have been teaching English for more than 10 years. However, many of my students know more details about English grammar than I do. I can easily look up the definition and apply it, but I don't know it off the top of my head.

2. Learn and study phrases.

Many students learn vocabulary and try to put many words together to create a proper sentence. It amazes me how many words some of my students know, but they cannot create a proper sentence. The reason is because they didn't study phrases. When children learn a language, they learn both words and phrases together. Likewise, you need to study and learn phrases.

[B] If you know 1,000 words, you might not be able to say 1 correct sentence. But if you know 1 phrase, you can make hundreds of correct sentences. If you know 100 phrases, you will be surprised at how many correct sentences you will be able to say. Finally, when you know only 1,000 phrases, you will be almost a fluent English speaker.

The English Speaking Basics section is a great example of making numerous sentences with a single phrase. So don't spend hours and hours learning many different words. Use that time to study phrases instead and you will be closer to English fluency.

Don't translate.

[C] When you want to create an English sentence, do not translate the words from your mother tongue. The order of words is probably completely different and you will be both slow and incorrect by doing this. Instead, learn phrases and sentences so you don't have to think about the words you are saying. It should be





automatic.

3. Reading and listening is NOT enough. Practice speaking what you hear!

Reading, listening, and speaking are the most important aspects of any language. The same is true for English. However, speaking is the only requirement to be fluent. It is normal for babies and children to learn speaking first, become fluent, then start reading, then writing. So the natural order is listening, speaking, reading, then writing.

First Problem

[D] Isn't it strange that schools across the world teach reading first, then writing, then listening, and finally speaking? Although it is different, the main reason is because when you learn a second language, you need to read material to understand and learn it. So even though the natural order is listening, speaking, reading, then writing, the order for ESL students is reading, listening, speaking, then writing.

Second Problem

[E] The reason many people can read and listen is because that's all they practice. But in order to speak English fluently, you need to practice speaking. Don't stop at the listening portion, and when you study, don't just listen. Speak out loud the material you are listening to and practice what you hear. Practice speaking out loud until your mouth and brain can do it without any effort. By doing so, you will be able to speak English fluently.

4. Submerge yourself.

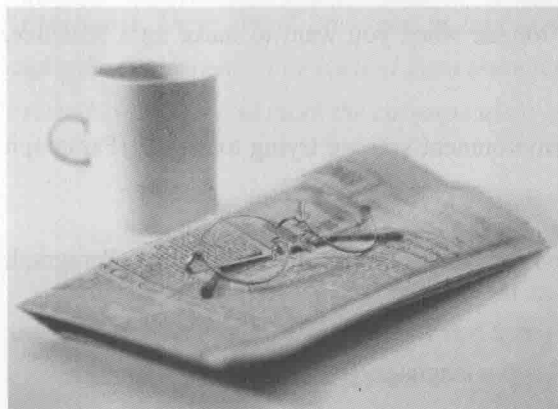
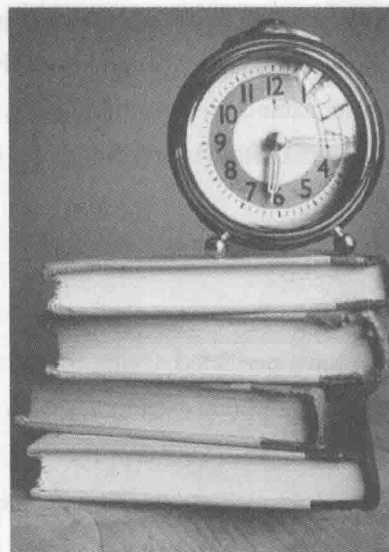
[F] Being able to speak a language is not related to how smart you are. Anyone can learn how to speak any language. This is a proven fact by everyone in the world. Everyone can speak at least one language. Whether you are intelligent, or lacking some brain power, you are able to speak one language.

This was achieved by being around that language at all times. In your country, you hear and speak your language constantly. You will notice that many people who are good English speakers are the ones

who studied in an English speaking school. They can speak English not because they went to an English speaking school, but because they had an environment where they can be around English speaking people constantly.

There are also some people who study abroad and learn very little. That is because they went to an English speaking school, but found friends from their own country and didn't practice English.

[G] You don't have to go anywhere to become a





fluent English speaker. You only need to surround yourself with English. You can do this by making rules with your existing friends that you will only speak English. You can also carry around an iPod and constantly listen to English sentences. As you can see, you can achieve results by changing what your surroundings are. Submerge yourself in English and you will learn several times faster.

5. Study correct material.

[H] A common phrase that is incorrect is, "Practice makes perfect." This is far from the truth. Practice only makes what you are practicing permanent. If you practice the incorrect sentence, you will have perfected saying the sentence incorrectly. Therefore, it is important that you study material that is commonly used by most people.

[I] Another problem I see is that many students study the news. However, the language they speak is more formal and the content they use is more political and not used in regular life. It is important to understand what they are saying, but this is more of an advanced lesson that should be studied after learning the fundamental basics of English.

[J] Studying English with a friend who is not a native English speaker is both good and bad. You should be aware of the pros and cons of speaking with a non native speaking friend. Practicing with a non native person will give you practice. You can also motivate each other and point out basic mistakes. But you might pick up bad habits from one another if you are not sure about what are correct and incorrect sentences. So use these practice times as a time period to practice the correct material you studied.

In short, study English material that you can trust, that is commonly used, and that is correct.

1. After learning the basic English, you can study English news, for it is at a high level. (Paragraph _____)
2. To speak English fluently, you'd better practice reading the material out loud until you blurt out. (Paragraph _____)
3. Although many ESL students know much grammar, they can't speak fluent English because too much grammar bewilders them. (Paragraph _____)
4. It's wrong to translate the words from your mother tongue when you want to make up a sentence. (Paragraph _____)
5. The best way is to immerse yourself in an English environment you are trying to create. (Paragraph _____)
6. Practicing English with a non-native speaker has advantages and disadvantages. (Paragraph _____)
7. Whether you are smart can not decide your ability to learn a language. (Paragraph _____)

8. The proverb "Practice makes perfect." is not always true. (Paragraph _____)
9. Phrase learning will help you to be a fluent English speaker. (Paragraph _____)
10. The order of language learning for ESL students is different from the natural order. (Paragraph _____)

Background Information

1. ESL 非母语英语课程

ESL 是针对母语为非英语并把英语作为第二语言的语言学习者的专业英文课程，是外国学生申请英语国家大学所必修的一门语言课程。通过参加 ESL 考试，考生不仅可以提高语言水平，还可以更加深入地了解英语国家的社会结构和文化等，使自己的语言水平达到能够顺利在英语国家学习、生活的水平。在欧美地区，ESL 课程很普遍，主要面向新移民和新留学生，或者面向一些专门来学习的外国学者。

2. Practice makes perfect. 熟能生巧。

这是一句谚语。

Summary

The passage is about some rules of speaking English fluently. One of the most important rules is " 1 ". You are confused by grammar and forget how to say a sentence like a native. The second, when children learn a language, they learn both 2 together. Likewise, you need to study and learn phrases. The third, speak out loud the material you are listening to and practice what you hear. Practice speaking out loud until 3. The fourth, 4 yourself in English. Last, study English material that you can 5, that is commonly used, and that is correct.

II. Careful Reading (仔细阅读)

Directions: There are 2 passages in this section. Each 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 on the best choice and mark the corresponding letter on the Answer Sheet.

Passage One

Learning to play a musical instrument can change your brain, with a US review finding music training can lead to improved speech and foreign language skills.

Although it has been suggested in the past that listening to Mozart or other classical music could



make you smarter, there has been little evidence to show that music boosts (提高) brain power.

But a data-driven review by Northwestern University has pulled together research that links musical training to learning that spills over into skills including language, speech, memory, attention and even vocal (声音的) emotion.



Researcher Nina Kraus said the data strongly suggested that the neural (神经的) connections made during musical training also primed the brain for other aspects of human communication.

“The effect of music training suggests that, akin to (类似于) physical exercise and its impact on body fitness, music is a resource that tones the brain for auditory fitness and thus requires society to re-examine the role of music in shaping individual development,” the researchers said in their study.

Kraus said learning musical sounds could enhance the brain's ability to adapt and change and also enable the nervous system to provide a scaffolding of patterns that are important to learning.

The study, published in Nature Reviews Neuroscience, looked at the explosion of research in recent years focused on the effects of music training on the nervous system which could have strong implications for education.

The study found that playing an instrument primes the brain to choose what is relevant in a complex process that may involve reading or remembering a score, timing issues and coordination with other musicians.

“A musician's brain selectively enhances information-bearing elements in sound,” Kraus said in a statement. “In a beautiful interrelationship between sensory (感官的) and cognitive (认知的) processes, the nervous system makes associations between complex sounds and what they mean.”

The study reviewed literature showing, for example, that musicians are more successful than non-musicians in learning to incorporate sound patterns for a new language into words.

1. What's the passage mainly about?

- A. Music training can improve communication and language skills.
- B. Classic music could boost brain power.
- C. The effects of music training on the nervous system.
- D. Society should attach importance to the role of music.

2. What does the author think of Mozart or other classic music?

- A. Many pregnant women listen to classic music.
- B. Classic music can boost brain power.
- C. We are not sure whether or not it can make us smarter.
- D. We should spend more time finding the evidence.

3. Why is our society supposed to re-examine the role of music?



- A. Music has impact on auditory fitness.
B. Music will enhance brain activity and hearing.
C. Music can perfectly shape individual development.
D. Music has strong implications for education.
4. The research mainly analyzes the effect of music training on _____.
A. communication, hearing, reaction and nerve
B. language, sense, cognition and hearing
C. speech, sense, education and brain
D. language, attention, memory and speech
5. According to the last paragraph, musicians are more successful than non-musicians in _____.
A. spelling words according to sounds in a foreign language
B. linking sound patterns to words in a new language
C. enhancing information-bearing elements in sound
D. knowing what the complex sounds mean

Sentence Explanation

1. ... music is a resource that tones the brain for auditory fitness ...

……音乐能够增强大脑活力，使听觉更加敏锐……

auditory: *a.* connected with hearing 听觉的

the limits of the human auditory range 人耳听觉范围的限度

2. The study found that playing an instrument primes the brain to choose what is relevant in a complex process that may involve reading or remembering a score, timing issues and coordination with other musicians.

研究发现，演奏乐器能增强大脑在复杂的过程中分辨有价值信息的能力，这一复杂的过程可能包括看谱或记谱、计时及与其他乐师配合等。

relevant: *a.*

① closely connected with the subject you are discussing or the situation you are thinking about 紧密相关的，切题的

Do you have the relevant experience?

你有相关的经历吗？

② having ideas that are valuable and useful to people in their lives and work 有价值的，有意义的

Her novel is still relevant today.

她的小说今天仍有现实意义。

3. ... musicians are more successful than non-musicians in learning to incorporate sound patterns for a new language into words.

……懂音乐的人将一种新的语言的发音拼写成单词的能力强于未接受过音乐训练的人。

incorporate sth. into sth.: to include sth. so that it forms a part of sth. 将……包括在内，包含，吸收，