

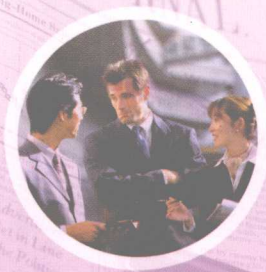


全国高等农林院校“十一五”规划教材

大学英语阅读教程

第三册

肖友群 主编



中国农业出版社

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序

《大学英语课程教学要求》强调大学英语教学的目的之一是培养学生具有较强的阅读能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。为了提高学生综合阅读的能力,使其尽快达到大学英语课程教学要求,全国农业院校外语教学研究会组织编写了这一套《大学英语阅读教程》。

《大学英语阅读教程》共分四册,每册十个单元;每单元包括两个部分,第一部分阅读理解;第二部分完形填空或选词填空。本套教材具备以下特点:

1. 文章选材新颖:所有文章的选材均出自美国原版的时事新闻或畅销读物,内容新颖、语言生动、涉及中西文化、语言、教育、生活、人性、哲学、文学等方面,语言清新、活泼,文章有一定的趣味性、知识性和可思性。

2. 阅读跨度适中:针对不同级别的学生选择了不同难度及长度的阅读材料,使学生能够循序渐进地提高阅读能力。文章的篇幅分别为:第一册 300~400 词,第二册 400~600 词,第三册 600~800 词,第四册 800~900 词。

3. 问题设置合理:每篇文章都设置了不同的问题,包含了四级考试中涵盖的主旨题、推理题、细节题、词汇题、指代题等。主题题是指掌握所读材料的主旨和大意;推理题是指根据所读材料进行一定的判断和推论;细节题是指对所读材料了解说明主旨和大意的事实和细节;词汇题是指某一个词或短语在所读材料中的意义;指代题是指它的指代意义或理解上下文的逻辑关系。

4. 解题技能详细:本教程在每篇文章的后面加注了很多的文化及背景知识的介绍,旨在使学生在了解中西方文化的基础上、扩大知识面,提高综合阅读能力。在解题技巧上着重强调运用上下文的语境,使学生学会通过句群、意群来提高阅读技巧。

《大学英语阅读教程》是全国农林院校十一五规划教材,由朱乐红教授

总主编并负责文稿的统筹整理和内容审定。本书为第三册,即大学英语阅读三级考试水准要求,可在教师指导下在大学二年级第一学期与教材同步配套使用,也可以作为学生课外自主学习的材料。

由于时间及水平因素所限,文稿虽经反复揣摩修改,可能仍有不妥或错漏处,恳请读者不吝指教。

编者

2008年4月16日

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Unit One

Part I Reading Comprehension

Directions: *There are 3 passages in this section. Each passage is followed by some questions. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.*

Passage One

Spring is arriving in the Arctic weeks earlier than it did a decade ago, according to a long-term survey of life in the far north's landscape. Rising temperatures are causing snow to melt sooner than before, extending the summer period and dramatically disrupting the fragile ecosystem, scientists said.

The change in the seasons—one of the most rapid examples of climate change—was discovered by researchers who observed familiar spring patterns over 10 years. They recorded a clear shift in the time of year plants came into flower, birds laid their first eggs and insects and other creatures emerged to forage for food. The survey was conducted in the Zackenberg area of north-eastern Greenland, a region rich in biodiversity, with musk ox, snow hares, lemmings and more than 100 varieties of plants.

The records, taken between 1996 and 2005, found that species varied wildly in their ability to adapt to climate change, but on average shifted their patterns of behavior forwards by two weeks. Wading birds, including sanderlings, ruddy turnstones and dunlins, which migrate to breeding grounds in the Arctic began laying eggs

between a week and 10 days earlier, while some insects emerged more than a month earlier. Some plants, including the arctic poppy and arctic heather, flowered three weeks earlier.

"Our study confirms what many people already think, that the seasons are changing and it is not just one or two warm years, but a strong trend seen over a decade," said Toke Høye, a population biologist at Aarhus University, who led the study.

Recent studies have shown spring advancements of 5.1 days per decade for animals and plants around the world, and 2.5 days a decade for European plants. The trends are likely to be even more sharply defined in the Arctic, which is regarded by climate change scientists as one of the most sensitive environments on Earth. Warming at the high latitudes is almost twice that witnessed in more temperate regions.

"We were particularly surprised to see that the trends were so strong when considering the entire summer is very short in the high Arctic, with just three to four months from snowmelt to freeze-up," Dr Høye added.

The new Arctic data included the flowering dates of six plant species, the emergence dates of 12 species of arthropod—the animal family with jointed legs which includes insects and spiders—and the egg-laying dates of three bird species. The study reveals that many arctic species are able to adapt quickly to the changing climate—which could have both negative and positive consequences. "In one respect this is positive, because the summer season has been lengthened. But the question is whether these species are moving into parts of the season where they will not be well adapted," said Dr Høye, whose study appears in the journal *Current Biology*.

One concern is that because species respond to the warming climate at different rates, those that rely on one another may become out of step. For example, flying insects may emerge much later than

birds that prey on them, and flowers that rely on them for pollination.

Another threat to the unique life of the Arctic circle comes from species in warmer areas just to the south. As the Arctic warms and becomes more habitable, these species are likely to push further north, putting them in conflict with native species. "This is a much more serious concern. The arctic species could be out-competed and they can't move much further north — there's nowhere else to go," said Dr. Hoye.

Notes:

forage v. 搜索

wading birds 涉水鸟类

musk ox 麝牛

lemming n. 旅鼠

sanderling n. 三趾滨鹬

ruddy turnstone 棕翻石鹬

temperate adj. 气候温和的

dunlin n. 黑腹滨鹬

poppy n. 罂粟科植物

heather n. 石南属植物

pollination n. 传粉

arthropod n. 节肢动物

1. Which of the following is NOT a sign of an early spring in the Arctic?

A) Rising temperatures

B) Extended summers

C) A shift in the time of flowering of year plants

D) Sharply defined spring advancements

2. This passage mainly explains _____.

A) that spring arrives in the Arctic weeks earlier than it did a decade ago

B) biodiversity is affected in the Zackenberg area of north-eastern Greenland

C) how species respond to the warming climate at different rates

- D) species in warmer areas just to the south are pushing further north
3. Which of the following statements is NOT true according to the passage?
- A) Snow in the Arctic melts sooner than before in the past decade.
 B) Relatively speaking, the Arctic is also a region rich in biodiversity.
 C) In the Arctic, flowers rely on birds for pollination.
 D) The arctic native species may be out-competed one day.
4. The sentence "Warming at the high latitudes is almost twice that witnessed in more temperate regions" in Line 4, Para. 5 may mean ____.
- A) the Arctic is twice warmer than temperate regions in spring and summer
 B) earlier spring comes double faster in the Arctic than it does in temperate regions
 C) the sun shines twice longer in the Arctic than in temperate regions
 D) the animals and plants affected by the weather shift are twice more than those in temperate regions
5. Dr. Hoyer found the following results EXCEPT ____.
- A) spring came earlier in the Arctic and the summer period became longer
 B) the ecosystem in the Arctic was very easy to be destroyed
 C) animals, insects and plants in the Arctic relied on each other
 D) with the warming weather, native arctic animals sometimes moved further south in spring and summer

Passage Two

In 1987, I was working in Sudan for UNICEF. One day in a market in Khartoum I watched sacks of food stencilled "A Gift From The American People" tumbling off the back of lorries into the arms of the traders. They were slitting them open there and then to sell the wheat flour inside by the kilo to shoppers. "Stolen?" I asked a colleague "Probably, but does it matter? The market is a more efficient way of distributing the food than the NGOs will ever manage. Cheaper too."

I've been fascinated by the economics—and the politics—of food aid ever since. The story in this month's *Observer Food Monthly*

about American porridge being shipped, at vast expense, for schoolchildren in Malawi, where the same food could be bought locally at a third the price, is just one in a long list of lunacies that punctuate the 50-year history of sending the rich world's food and drink to help the hungry.

Everyone in the food aid business has a story. One from the 1985 famine in Sudan is of a ship stuck at one of the Red Sea ports laden with a quarter of a million half-litre bottles of Italian mineral water. It had been sent by an Italian charity who must have thought: those poor thirsty Sudanese, they've had a drought, they must need water. But no money had been sent to deliver the acqua minerale (which was past its sell-by date before it left Italy), so there it stayed.

On the face of it, nothing could be simpler than the basic charitable act of giving food from those who have plenty to those who have too little. But simple it has never been.

American economist Christopher Barrett's chief concern is that American governmental food aid — which feeds 70 million people a year at a cost of up to \$2 billion is slow, often ineffective and madly expensive — and it may do more harm than good in many of the countries it goes to.

US Food Aid policy, as Barrett points out, has always had a cynical, subsidiary aim, stated in the 1954 Bill that started the programme — to "develop and expand export markets for United States agricultural commodities", which it has indeed done.

There's an excellent Oxfam overview of the damage food aid has done to local farmers and traders in the countries it's sent to — damage that can set in motion the wheels of the next famine. There are wider issues though than the mere problem of the US using the developing world as a way of getting rid of its surplus maize, wheat and rice. Food aid addiction is a buzz word among some of the aid agencies —

Ethiopia is the example most often used. There, like stitches left in a wound, the emergency treatment of food aid delivered in the Eighties has become key to the country's economic infrastructure. Year in, year out, good crop or bad, five million Ethiopians need feeding and the country is beaten only by North Korea as the largest consumer of food donations. There are developing world nutritionists who believe that food aid has no long-term effect on the feeding of the vulnerable—malnutrition rates in southern Sudan, where an entire generation has grown up on the hand-outs of the rich world, have not improved in 20 years.

The best debate comes from the Institute for Food and Development Policy—a lobby group that dares ask what most won't: does food aid do more harm than good? "Feed the world," said Bob Geldof back in 1985. The rider now should be: "Feed it in a way that helps it feed itself." The rich world has spent some \$100 billion doing it wrong over the last 20 years.

The best—and funniest—illustration of that I know of is Oren Ginzburg's brilliant cartoon book, *The Hungry Man*. Oren, himself a former UNICEF worker, tells of what happens when well-intentioned, well-funded Westerners get together in the developing world to "teach a man to fish", as the saying has it.

They start by flying a team of experts to properly assess his needs. And then they draft a report, and then they conduct a workshop, then they mainstream the gender aspect of the programme. Just give the hungry man the money—is that the answer?

Notes:

UNICEF United Nations International Children's Emergency Fund, 联合国儿童基金会

stencil n. 钢印

tumble v. 匆匆忙忙地倾倒出来

slit v. 纵切, 扯裂; (纵向) 切开

lunacy n. 疯癫, 精神错乱

punctuate v. 强调, 加强. (不时地) 打断 (发言等), 插入

cynical adj. 愤世嫉俗的

subsidiary adj. 辅助的, 附属的; 附属

Ethiopia n. 埃塞俄比亚

acqua minerale 矿泉水

Oxfam 牛津饥荒救济委员会

6. What makes the author interested in the food aid?

A) The chance witness of the imported food in Sudan

B) His intrinsic interest in the study of food

C) His fondness of economics and the politics

D) His work experience for UNICEF

7. The examples in Para. 4 show that _____.

A) rich countries are willing to help the poor

B) the food aid really helps

C) food aid is the simple way for them to help

D) food aid doesn't really have good effect on the poor countries

8. According to Barrett, the real purpose for the rich to help the poor by sending food is _____.

A) to ease the hunger problem in the world

B) to develop and expand export markets for their agricultural commodities

C) to strengthen the poor countries' economic infrastructure

D) to get rid of its surplus maize, wheat and rice

9. What does the sentence "Damage that can set in motion the wheels of the next famine" in Line2, Para. 7 mean?

A) Damage could solve the famine problem smoothly.

B) Damage can destroy the economy.

C) Damage can easily cause another famine.

D) Damage can lead to many other problems.

10. We can infer from the passage that probably the better way to help poor countries is to _____.

- A) offer more money
- B) offer advanced knowledge and technology
- C) have good investigation
- D) conduct more workshops

Passage Three

Tsinghua University is one of the most famous universities in China. Located in the northwestern suburbs of Beijing — the capital city of China, Tsinghua University was built on the site of "Tsinghua Yuan" — a former royal garden of Qing Dynasty. When the University was established in 1911, it had the name of "Tsinghua School". In 1928, the School became the National Tsinghua University. From then on, it has developed into a comprehensive, research-intensive university, covering sciences, engineering, humanities, law, medicine, economics, management and art. The academic development of Tsinghua is characterized by the integration and interaction of the following styles: the rigorous, scientific approach in engineering, seeking evidence and truth in science, the rich and profound spirit of humanities accumulated over years, the romance and variety of arts.

Currently, Tsinghua University consists of School of Architecture, School of Civil Engineering, School of Mechanical Engineering, School of Information Science and Technology, School of Sciences, School of Economics and Management, School of Public Policy & Management, School of Humanities and Social Sciences, School of Law, School of Arts and Design, School of Applied Technology and School of medicine, with 54 departments, as well as a Graduate School and a School of Continuing Education. The university offers 60 undergraduate programs and is authorized to confer Master's degree in 170 specialities, PhD degree in 128