



全国高等农林院校“十一五”规划教材

大学英语

阅读教程

第1册

宋银秋 总主编

任春梅 李颀 主编



中国农业出版社





教育部高等学校英语专业教学指导委员会 英语专业本科教学大纲

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北京 外语教学与研究出版社



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前言

随着改革开放的深入，中国经济迅猛发展，国民人文素养不断提升，与外部世界的联系更为密切。英语不仅是人们交流和沟通的工具，还是提升国际竞争力的重要手段。在国际交往中，英语被广泛使用，并已成为世界通用语言。在这样的历史背景和社会环境中，大学英语教学改革也在不断推进，用于衡量大学生英语水平的大学英语四、六级考试也于2005年至2007年间，在社会各专家专家的呼吁中，迎来了一次全面的改革，其要求、题型、题量、难度、评分五个方面均有调整，主观题交叉进行。经过此次改革，四、六级考试被提升为具有国际水准的测试模式。面目一新的四、六级考试对考生提出了新的挑战，考生们对新增的题型及相关信息缺乏了解，对考试难度的提升缺乏清醒的认识，作为非英语专业大学生对于英语国家社会与文化知识的寡闻凸显。针对这种情况，《大学英语阅读教程》的编者遵循教育部的指导，依据新的课程教学要求，结合学生的实际需要，经过近一年认真细致的调研与策划，精心编写了这套教材，以满足非英语专业大学生在阅读技能培养及西方文化知识学习过程中的需求。

一、教程编写依据

《大学英语阅读教程》编写的依据是教育部2007年7月颁发的《大学英语课程教学要求》（以下简称《课程要求》）。《课程要求》进一步界定了大学英语的教学性质：“大学英语是以外语教学理论为指导，以英语语言知识与应用技能、跨文化交际和学习策略为主要内容，并集多种教学模式和教学手段为一体的教学体系”；同时明确了大学英语的教学目标是“培养学生的英语综合应用能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”。本套教程在设计和编写方面认真贯彻《课程要求》对大学英语教学性质、教学目标、教学模式、教学评估、教学管理及大学英语参考词汇表等各方面所做的界定和描述，并在此基础上，结合外语教学理论与实际，根据四、六级考试现状和未来发展趋势的要求，以及本教程在大学英语课程体系中的地位和作用，进行内容的整合，避免与其他教程内容上的交叉重复，内容侧重题材的多样性，有区分地选择阅读材料，合理分配各种题材的比例，进而满足学生阅读技能训练和跨文化知识培养的需要。

二、教程性质

《大学英语阅读教程》是根据改革后的《课程要求》中对阅读理解能力的

一般要求、较高要求和更高要求编写的，供大学英语教学基础阶段使用，以培养学生的英语阅读能力、语言应用能力。同时参照改革后的四、六级考试题型，针对性地设计相应的考核题目，以检测学生的理解能力。本套教程既是大学生英语学习及英语国家文化意识提升的辅助教材，又能够满足学生备考四、六级的需要。

三、教程特色

本套教程作为大学英语“任务驱动型”教程，以培养阅读能力为本位，以学生获得阅读策略和技能，并帮助学生了解英语国家社会与文化为目标，打破原有的培养单一某种阅读能力为主的教程体系，重新丰富原有的教程框架。内容上尽量拓宽覆盖面，避免交叉重复；取材广泛，题材多样，具有时代感。同时结合四、六级的考试形式，为学生提供相应的练习，使之成为学生备考四、六级不可或缺的宝贵资料。

《大学英语阅读教程》主要以提高学生的阅读理解能力和应试能力为宗旨，以语言输入理论为依据，符合学生的阅读习惯和解题习惯。同时，为满足广大学生提高英语阅读能力的强烈愿望，本套教程参考近年来四、六级考试的变化趋势，顺应时代发展的要求，在内容上和难易程度上均做了深入研究，既不违背语言输入的原则和阅读习惯，培养学生综合运用语言的宗旨，又不完全出于应试的需要。通过阅读大量题材多样的阅读材料，学生能够获得充足的语言输入，进而为学生打下扎实的英语基础，形成较强的英语语感，提高英语的综合运用能力提供保障。

四、教程创新之处

《大学英语阅读教程》的创新之处在于其强化了学生对于英语国家社会及文化的了解在英语学习中的作用。《大学英语阅读教程》把跨文化知识的输入与阅读技能的训练有机结合起来，并专门设立有关英语国家社会与文化分册，使其成为非英语专业学生和英语爱好者跨文化知识学习的基础教材，用于培养并增强其跨文化交际意识，帮助学生顺应时代的发展，为其今后的发展奠定基础。此分册突出新、易、简的特点。

五、教程结构

《大学英语阅读教程》包括阅读技能强化篇（1~4册）和侧重跨文化知识培养的英语国家社会与文化篇（第5册）。

阅读技能强化篇

1~4册，每册10个单元（10个话题），可供大学英语教学1~4学期使用。每单元包括1篇快速阅读、4篇精读、1篇完形填空、1篇改错及10个短句翻译。

各册分别以大学英语水平测试一、二、三、四级为参考标准，每册从难易度上加以区分。

参考答案附在书后，便于教师和学生使用。

英语国家社会与文化篇

第5册，介绍美国、英国及包括加拿大、澳大利亚、新西兰、南非等英语为母语或官方语言的国家的地理、历史、政治、文化等基本情况。每章的结构为：中文导读、正文、扩展阅读及配套练习。全书还设有两个总复习练习，分别附在美国篇、英国及其他国家篇之后。两种练习的形式包括选择题、填空题、名词解释和简答题，供学生课后完成。附录包括大事记、地图、推荐网址等。

参加本教程编写的专家和教师分别来自吉林农业大学、空军航空大学、长春税务学院、吉林建筑工程学院、吉林华侨外国语学院和吉林大学。由于编者水平和经验有限，书中难免存在不足之处，希望广大读者批评指正。

编 者

2010年4月于长春

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Unit One Education

Part I Reading Comprehension (Skimming and Scanning)

Self-Assessment Form

Suggested Reading Time: Within 12'36"
Actual Reading Time:

Directions: *In this part, you are required to go over the passage quickly and answer the questions after it, for questions 1-7, mark Y (for YES) if the statement agrees with the information given in the passage; N (for NO) if the statement contradicts the information given in the passage; NG (for NOT GIVEN) if the statement is not given in the passage. For questions 8-10, complete the sentences with the information given in the passage.*

Foreign Student Series

An Introduction

A listener in Poland recently sent us an e-mail. Slawek Loboda writes, "There are many American universities and colleges that provide long distance education to the world. The trouble is that each university says that it is the best. After an hour of searching and reading what they have in their offer, one gets a headache. You simply don't know whom to trust and what to choose." Slawek goes on to say, "I have been listening to VOA for years and I would trust you if you made an interesting program about American universities for foreigners. Is there a university that you could recommend?"

Well, choosing a school is an individual decision. But we may be able to help inform that decision. The United States has more than four thousand colleges and universities to choose from. They come in all sizes—from a few hundred students to enough to populate a city. And students may not even have to be in the United States to take classes. Some universities have campuses in other countries. And, as Slawek pointed out, many programs are offered over the Internet.

In this program, we will talk all about the American system of higher education. Our reports will take you inside some of the nation's colleges and universities. We will explore programs of study and report on student life.

Many of the subjects in our Foreign Student Series are based on your questions and suggestions. So keep them coming! Send e-mail to *special@voanews.com*, or click (点击) on the Contact Us link at *voa special english.com*.

First Steps

First, we discuss the first steps for students interested in higher education in the United States.

One place to go for advice and information about American colleges and universities is an Education USA center. More than four hundred of these educational advising centers are located around the world. The advisers at Education USA centers do not charge any money for their services. They help students find schools and get information about financial aid, admissions (入学) tests and visa requirements.

Another place to get information is at an educational fair. Representatives (代表) of American colleges and universities present information and answer questions from students and their parents. The Institute of International Education has been organizing United States Higher Education Fairs (美国高等教育博览会) in Asia since nineteen eighty-two. Last year, more than fourteen thousand students attended these fairs in China, India, Indonesia, Japan, Thailand and Vietnam. The next higher education fairs in Asia are in October. For example, more than seventy colleges and universities will have representatives in Hong Kong on October eleventh.

One important piece of advice—give yourself plenty of time to plan your studies in the United States. Educational advisers say you should begin planning at least two years before you want to start classes.

Public or Private?

Second, we discuss differences between public and private in American higher education.

A big difference involves money. Public colleges and universities charge (收取费用) for an education just like private schools. But state schools cost less because they get money from the states that started them to educate local citizens. As a result, out-of-state and international students usually pay more than state residents (居民), at least the first year. The state with the most residents, almost forty million, is California. Its systems of two-year and four-year colleges and universities are among the largest in the world.

But the example we are going to focus on today is to the north of California, in a much smaller state on the West Coast; Oregon. The University of Oregon, located in Eugene, is one of the campuses in the Oregon University System. The cost for undergraduates this year is six thousand dollars for state residents. Housing is an additional eight thousand. Nonresidents pay the same for housing—but almost twenty thousand dollars for tuition and fees.

Let's see how these numbers compare to a private college in Oregon.

Lewis and Clark College in Portland has four thousand students, compared to twenty thousand at the University of Oregon. Housing costs eight hundred dollars more than at the state school. But the big difference is tuition (学费). The published price at Lewis and Clark is almost thirty-four thousand dollars. Yet Lewis and Clark is one of the few American colle-

ges to offer financial aid for international students. Each year it awards (给予; 授予) financial aid to twenty students from other countries. And it says the average award last year was nineteen thousand dollars. That would make Lewis and Clark cheaper for international students than the University of Oregon.

But, of course, prices alone do not say anything about the quality of a school or the value of an education.

Colleges and Degrees

To earn a bachelor's degree, students usually take general subjects during their first two years. After that they take classes in their major area of study. Students who major in a scientific area receive a bachelor of science degree, known as a B. S. Students in the arts and humanities get a B. A. — a bachelor of arts. Schools may also offer specialized (专业性的) degrees, like a bachelor of music. After students have a bachelor's degree, they may go on to earn a graduate degree—either a master's degree or a doctorate.

A master's degree generally takes two to three years of full-time study. A master of business administration (工商管理硕士), for example, takes about two years to complete. A doctorate (博士学位) can take much longer. It is the highest degree offered in graduate school. Some programs require six years of study or even longer after college. A student may earn a doctor of philosophy degree, known as a Ph. D., or a professional degree in an area like medicine, law or education.

(992 words)

Questions:

1. Slawek Loboda writes to ask advice about choosing a university in the United States. ()
2. In this program, a detailed process for becoming an international student in the United States will be explained. ()
3. The advisers at Education USA centers offer services free of charge to students interested in higher education in the United States. ()
4. According to educational advisers, international students should spend at least one year planning studies before starting their studies in the United States. ()
5. In Oregon University, state residents and out-of-state students pay differently in tuition, fees and housing this year. ()
6. Compared with the University of Oregon, it would be cheaper for every student from other countries to take education in Lewis and Clark College. ()
7. Students who major in the arts and humanities get a bachelor of science degree. ()
8. The Foreign Student Series base many subjects on listeners' _____ .
9. Besides an Education USA center, another place for international students to get advice and information about American colleges and universities is at _____ .
10. According to the passage, a graduate degree refers to either _____ .

Part II Reading Comprehension (Reading in Depth)

Section A

Directions: *In this section there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in the word bank. You may not use any of the words in the bank more than once.*

The average college student in America spent an estimated seven hundred dollars on textbooks last year. The National Association of College Stores¹ reported more than five billion dollars in 1 of textbooks and course materials.

Association spokesman² Charles Schmidt says 2 textbooks now represent just two to three percent of sales. But he says that is 3 to reach ten to fifteen percent by two thousand twelve. So what do students think of e-textbooks? Earlier this year administrators³ at Northwest Missouri State University tested them with five hundred students in twenty classes.

The university is unusual. It 4 laptop computers⁴ to all seven thousand of its full-time students. It does not 5 students to buy their textbooks. They rent them to save money. The school 6 to save even more by moving to e-textbooks. The students in the survey reported that 7 the books from the Internet was easy. They liked the idea of carrying 8 backpacks⁵. But most found that using e-textbooks did not change their study 9. And sixty percent felt they read more when they were reading on paper. In all, almost half the students said they still liked physical textbooks better.

Charles Schmidt tells us that administrators are 10 disappointed with the e-textbooks now available because the majority are not interactive⁶. He thinks growth will come when more digital books include video, activities, games and other ways to interact with the information.

(245 words)

Word bank

- | | | |
|---------------|----------------|-----------------|
| A) attitude | F) habits | K) deeply |
| B) healthy | G) sales | L) lighter |
| C) aims | H) provides | M) occasionally |
| D) require | I) expected | N) offered |
| E) electronic | J) downloading | O) purchase |

Notes

1. National Association of College Stores (美国) 全国学院商店协会

- | | |
|----------------------------|-------|
| 2. spokesman <i>n.</i> | 发言人 |
| 3. administrator <i>n.</i> | 管理人员 |
| 4. laptop computer | 手提电脑 |
| 5. backpack <i>n.</i> | 书包 |
| 6. interactive <i>adj.</i> | 互相合作的 |

Section B

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). Decide on the best choice.*

Passage One

One of the biggest challenges for the United States in the next decade is not the billions of dollars needed for railroads, highways and energy. It is the American school system, from kindergarten through the Ph. D. Program and the postgraduate education of adults.

The challenge is not one of expansion¹. On the contrary, the rapid growth in enrollment² over the last 40 years has come to an end. Even if the birthrate should rise somewhat, little expansion is possible for elementary and secondary school enrollments.

The last 30 years of social reform are also over. There will still be efforts to use schools to bring women into fields such as engineering that have traditionally been considered "male". But this shift³ has already been completed in many fields; half or more of the accounting students in graduate schools of business, for example, are now women. As for most other social issues, the country will no longer try to use schools to bring about social reform⁴. It is becoming clear to policy makers that schools cannot solve all the problems of the larger community.

Instead, there will be a demand for performance. For 30 years, employers have been hiring graduates for their degrees rather than their abilities; employment, pay and often promotion have depended on one's diploma⁵. Now many major employers are beginning to demand more than the completion of school. Some of the major banks, for example, are studying the possibility of entrance examinations that would test the knowledge and abilities of graduates applying for jobs.

Students and parents, too, will demand quality education from school, on all levels. It will be more and more common to go to court against colleges for awarding degrees without developing the skills that are supposed to go along with them. And many young people are already switching to practical subjects, from psychology into medicine, from sociology into accounting and from black studies into computer programming.

The greatest challenge to education is likely to come from our new opportunities for diversity⁶. We now have realized that no one educational method fits all children.

(348 words)

Notes

- | | |
|------------------------|----|
| 1. expansion <i>n.</i> | 扩招 |
|------------------------|----|

2. enrollment	<i>n.</i>	招生; 注册
3. shift	<i>n.</i>	变换
4. reform	<i>n.</i>	改革
5. diploma	<i>n.</i>	文凭
6. diversity	<i>n.</i>	多样化

Questions:

- Which of the following is one of the biggest challenges that the United States will face in the next decade?
 - The U. S. rapid growth in enrollment.
 - The rising birthrate in the U. S.
 - The education system in the U. S.
 - The social reform in the U. S.
- According to the 3rd paragraph, all the followings are true EXCEPT that _____.
 - the social reform over the last 30 years has come to an end
 - such fields as engineering and accounting used to be considered "male"
 - school will still be used for women to step into traditionally male working fields
 - school will be considered as a good place to solve all the social issues
- Employers considered _____ most important when hiring graduates in the past 30 years.
 - degrees
 - abilities
 - experience
 - physical appearance
- What will parents do if colleges fail to help their children develop the promised skills?
 - To demand quality education from colleges.
 - To take colleges to court.
 - To ask colleges to award degrees.
 - To help children choose another subject.
- According to the passage, which of the following can be considered as a practical subject?
 - Black studies.
 - Sociology.
 - Computer programming.
 - Psychology.

Passage Two

Ideas about education are changing in the United States. Education today is not just a high school diploma or a college degree. Many adults are not interested in going to college. They are interested in other kinds of learning. For them, learning does not end with a diploma.

Continuing education¹ gives these adults the opportunity to increase their knowledge about their own field or to learn about a new field. It also gives them a chance to improve their old skills or to learn new ones. Secretaries, mechanics, and barbers can take classes to improve their work skills. Nurses can take classes to increase their knowledge of nursing. If they know more or learn more, then they can get a better job or earn more money. Continuing education classes give some adults the chance to learn new skills. There is usually a large variety² of classes to choose from, typing, foreign cooking, photography, auto repair, furniture repair, or swimming. These are only some of the classes available. Some adults take classes for