

新编大学英语 快速阅读

总主编 肖建安

(第四册)



上海交通大学出版社

新编大学英语快速阅读

第四册

总主编:肖建安

主 审:陈建生

编委会成员:(按姓氏笔画为序)

肖建安 熊丽君 胡东平 邓联建

陈建生 陈 虹 龚 玲

主 编:肖建安

副主编:罗胜杰

编 者:(按姓氏笔画为序)

石 翀 肖建安 吴 玲 严琼湘

罗胜杰 张冬梅 龚 玲 郭建红

上海交通大学出版社

图书在版编目(CIP)数据

新编大学英语快速阅读. 第四册 / 肖建安总主编. —上海: 上海交通大学出版社, 2006

ISBN 7 - 313 - 03891 - 7

I. 新... II. 肖... III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2006)第 088627 号

新编大学英语快速阅读

第四册

肖建安 总主编

上海交通大学出版社出版发行

(上海市番禺路 877 号 邮政编码: 200030)

电话: 64071208 出版人: 张天蔚

长沙鸿发印务实业有限公司印刷 全国新华书店经销

开本: 787mm × 1092mm 1/16 印张: 12.25 字数: 287 千字

2006 年 8 月第 1 版 2006 年 8 月第 1 次印刷

印数: 1—6200

ISBN 7 - 313 - 03891 - 7/H · 897 定价: 17.00 元

版权所有 侵权必究

前 言

大学英语快速阅读的教学目的是培养学生的英语综合理解和快速反应能力,特别是思辨性的理解能力,使之在今后工作和社会交往中能用英语有效地进行信息交流,增强理解和思辨能力,提高英语综合水平,以适应我国社会发展和国际交流的需要。

英语快速阅读能力的培养是大学英语教学的重要任务。《大学英语课程教学要求》(试行)对大学英语快速阅读做出了定性定量的具体要求,根据学生生源分为三个不同层次的要求:

一般快速阅读理解能力:能基本读懂一般性题材的英文文章,阅读速度达到每分钟 100 个词。能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。阅读理解的准确率不应低于 70%。

较高快速阅读理解能力:能基本读懂英语国家大众性报纸杂志的一般性题材的文章,阅读速度达到每分钟 120 词。能就阅读材料进行略读或寻读。能阅读所学专业的部分综述性文献,并能正确理解中心大意,抓住主要事实和有关细节。阅读理解的准确率不应低于 75%。

更高快速阅读理解能力:能读懂有一定难度的文章,理解其大意,能快速阅读英语原版教材和英语国家报纸杂志上的文章,能比较顺利地阅读所学专业的综述性文献。阅读理解的准确率不应低于 80%。

为顺利达到快速阅读培养的要求,学生应该掌握的词汇量应达到 6000 个左右的单词和 1700 个词组,其中 2500 个单词为积极词汇,要求学生较好地理解和掌握。

《新编大学英语快速阅读》是以新的《大学英语课程教学要求》(试行)为指南,在参考国内外多种英语快速阅读教材的基础上,根据编者多年从事大学英语快速阅读教学的经验,以及我国大学生目前整体英语水平和实际英语能力,经过编委会认真、广泛的讨论之后编写而成的。

本套教程共分 4 册,每册 18 单元,每单元分为 Text A、Text B 和 Text C。Text A 略难于 Text B 和 Text C,Text A 为教师课堂训练和指导之材料,Text B、Text C 为学生自我训练之用。Text A 与 Text B、Text C 的选材原则上体现了同一主题。

每篇课文后精心设计针对性较强的 10 个相关练习题目,其中前面 7 个为正误判断题,后面 3 个为填空题,大多数答案是原文中出现的原词,要求读者在 15 分钟内完成。每本书后附有本册书练习的参考答案供师生参考。每篇文章的超纲单词在括号内用汉语进行标注,便于阅读理解。

本教程主要使用对象是大学英语本专科生,英语爱好者,也适用于研究生等。

本套教材的编写体现了如下特点:

1. 选材新:阅读材料选自近几年的国内外书刊原文;

2. 题材广:选材内容涉及生活、学习、工作、历史、科普等,体裁涉及叙事、议论、书信、广告宣传、法律规则等;

3. 题型活:在练习题目编写中采取了主观题和客观题相结合的办法,严格按照新的《大学英语课程教学要求》(试行)进行题型设计,便于检验读者的阅读水平;

4. 难度适中:采取循序渐进的原则,注意了每册书之间的难易梯度。

参加《新编大学英语快速阅读》编写的单位有:长沙理工大学,湖南农业大学,湖南工业大学,湖南工程学院等等。

《新编大学英语快速阅读》的编写是一项颇具挑战的工作,虽然作者有多年大学英语教学的经验,对大学英语快速阅读有一定的研究,在编写过程中几经易稿,但囿于作者的视野,以及时间仓促,书中难免有纰漏之处,敬请专家和读者不吝指正,以便进一步完善。

该教程在编写过程中得到了曾凡贵、刘明东等教授的指导和帮助,也查询了国内外不少相关参考资料,由于有些资料来源没有注明出处,在此一并表示感谢。

编 者

2006 年 8 月

快速阅读理论与策略

一、快速阅读的理论依据

阅读常常被认为是信息的被动接收过程,信息在传递过程中,可能会遇到障碍。信息接收者的脑海里产生了疑问。读者是否能完全接收到作者的信息,取决于读者对信息的难易程度和信息类型的了解。在阅读过程中,读者能否将被动信息迅速转化为主动接受信息,取决于读者自身的知识和经历。正如 Goodman(1967)以及 Smith(1971)认为:阅读是积极的认知过程,阅读效率高的读者根据阅读材料的线索期望对阅读内容做出预测,然后迅速确认或排斥这些预测。信息确认后,读者就在大脑里贮存主题信息。

根据不同阅读目的和不同类型的阅读材料,阅读理解可分为如下几种类型:一是字面理解(literal comprehension),即理解、记忆或回忆文章中明确表述的信息;二是推理性理解(inferential comprehension),即指运用读者的经验和直觉通过推理去寻找文中隐含的信息;三是评论性或评价性理解(critical or evaluative comprehension),即把文章中的信息主旨与读者本人知识和价值观念进行比较;四是欣赏性阅读(appreciative comprehension),即通过阅读文章得到感情上或认知上的共鸣。快速阅读就是迅速、准确地获取所需信息,并对相关问题迅速做出判断。读者的阅读速度取决于对阅读技巧的运用。

Jeremy Harmer (1983)把阅读技巧定义为接收性技巧(receptive skills),共分为六项:(1)预测技巧(predictive skills),即读者对课文内容做出预测,边读边理解所预测内容是否与课文内容相符;(2)快读(scanning),即提取某个信息;(3)略读(skimming),即获取全文大意;(4)推测作者观点和态度;(5)根据上下文推断意义(deducing meaning from content);(6)辨认(识别)语法功能,语篇结构及提示词(recognizing function and discourse patterns and markers),即识别文中的时态、指示代词等,识别文章的种类,文章的论点、论据,识别承上启下词等。文中使用了“in other word”时,读者只要看后面的解释就很清楚作者的意图。

读者在快速阅读过程中,常常运用的阅读技巧有:略读(skimming,抓住主要信息,忽略次要信息),寻读(scanning,即带目的进行阅读,迅速在文中寻找相应信息),交互型阅读方法(interactive reading,即采取自上而下、自下而上的阅读方法全面理解语言信息)等。

在传统阅读中,大脑对文字信息处理的过程是书面的文字信息对眼睛产生光学刺激之后,视网膜把这种物理过程转化为神经活动,由此传送到大脑的视觉中枢,由视觉中枢处理后再传达到语言中枢,语言中枢再传递到听觉中枢,最后由听觉中枢传输到记忆中枢。这种阅读实际是在“读书”,而不是在真正“看书”。而快速阅读是一种“眼脑直映”式的阅读方法,它是将书面的文字信息对眼睛产生光学刺激之后所产生的整体文字图像,直接传送到右脑以图像的形式记忆住,之后再由大脑将文字图像解析出来。快速阅读这种“眼脑直映”式的阅读的方法省略了语言中枢和听觉中枢这两个可有可无的中间环节,即文字信号直接映入大脑记忆中枢进行理解和记忆,省去了发声阅读或心声阅读的环节,这是一种单纯运用视觉的阅读方式。“眼脑直映”式的快速阅读才是真正意义上的“看书”。

由于人的思维反映非常迅速,特别是大脑内的言语思维,有很强的跳跃性、简缩性,常

常是一闪而过。但是在传统阅读中,文字信息在到达大脑记忆中枢的过程中,一定要有听觉中枢的参与,由于听觉中枢要将文字转化为声音,而声音又只能一个一个“串行”式的传输到大脑,所以,精读不能很快且大量地提供给大脑足够的信息进行处理,这样一快一慢,两者不能协调运作,效率当然就很差,阅读速度自然受影响和牵制而快不起来。快速阅读时就应特别注意眼脑配合的训练。

就阅读的理解和记忆效果而言,快速阅读能利用人脑对图像的超强记忆能力来整体记忆摄入的文字,运用经训练后所具备优良的超宽视觉能力,大量和快速地摄取文字信息,使得它提供信息的速度和大脑处理信息的节奏更接近,更容易协调和匹配,能够在很短的时间处理大量的文字材料。所以经过严格、科学、系统地训练的快速阅读,其理解记忆水平毫不逊色于传统阅读的理解记忆。一个技巧熟练的快速阅读者,在速读时的理解记忆效果也是相当好的。所以速读是最有利于记忆的阅读。

二、大学英语快速阅读的基本要求

快速阅读的目的在于扩大阅读范围,增加词汇数量,提高阅读速度,丰富语言知识,增强学生英语语感,培养学生独立和广泛阅读的能力。新的《大学英语课程教学要求》(试行)对大学英语快速阅读做出了定性定量的具体要求,根据学生情况分为三个不同层次。(见下表)

《大学英语课程教学要求》(试行)对快速阅读能力的要求

要求层次	阅读速度(词/分钟)	阅读要求
一般要求	100	能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节,阅读理解准确率不低于 70%。
较高要求	120	能就阅读材料进行略读或寻读,基本读懂文本并能正确理解中心大意,抓住主要事实和有关细节,阅读理解准确率不低于 75%。
更高要求	未规定	能读懂有一定难度的文章,理解其意义,借助词典能阅读英语原版书籍和英语国家报纸杂志上的文章,能比较顺利地阅读自己专业有关的综述性文献。阅读理解准确率不低于 80%。

三、大学英语快速阅读策略举要

所谓快速阅读就是利用视觉运动的规律,通过一定的方法训练,在较短的时间阅读大量的文字资料的一种科学的摄入信息的方法。快速阅读这一概念的内涵应由以下几个属性构成:

- (1) 阅读文字材料的快速性;
- (2) 阅读文字材料的无声性;
- (3) 阅读方法的科学性。

(一) 快速性

要达到阅读的快速性,关键是眼肌能训练,即用特殊方法,使眼肌能灵活自如,达到视角、视幅、视停、视移等视觉最佳状态,使视线如行云流水般地快速阅读。训练方法可按手指法(即目光随着手指左右,上下移动,头不要摇动)、图谱法(如点、圆、抛物线等图形目光沿着图形而快速移动)、词谱法以及用投影仪进行快速阅读的基本功训练。当眼肌能训练适应之后,可采用快速阅读初级方法之一:跳读法。所谓跳读法就是指眼光从一个“意群”跳到另一个“意群”进行识读(意群是由多个单词组成的)这个过程眼球按“凝视—跳跃—凝视”的程序进行连续,不断运动,如:

The man in /the brown coat /was reading a book.

在熟练跳读练习之后,可进行扩大视力识读文字单位面积的训练。首先进行五个单词的练习,练习时主视区总应放在中间,也就是主视区中间的3个单词,两边单词用余视力扫视。如:

/We /have a colour / TV.

五个单词的训练达到熟练之后,就可加宽视区练习,一下看六个至七个单词,甚至达到九个单词,逐渐加宽视区范围,延长目光移视长度,这样就能缩短凝视时间,达到快速阅读的目的。

(二) 无声性

阅读时无声要比有声快,这是因为有声阅读是眼、脑、口、耳四个器官一起活动,文字符号反映到眼睛后再传到大脑,大脑命令嘴发音,耳再监听辨别正确与否。而无声阅读只是运用眼和脑两大器官,省去了口的发音和耳朵的监听,因而它的速度要快。快速阅读的信息变换方式为:书面信息>眼睛扫描信息>大脑记忆中枢的信息。因此可用特殊方法和手段消除读音和心音。特殊手段就是用自身单声调鼻音,单声调心声或外界背景音乐抵消并消除读音和心音的手段,对特别顽固的不发音不能阅读的人,还可用一套自创歌曲,边唱边读,获得“眼脑直映”式的快速阅读效果,最后达到无音阅读以提高阅读速度。

(三) 科学性

阅读的科学性是提高阅读效果的重要环节。在快速阅读的时候,读者必须通过直觉、联想、想象、逻辑分析和综合判断等一系列思维活动,才能把按顺序进入视觉的一连串文字信号转换成概念和思想,完成阅读过程。进行科学阅读可以采纳以下几个技巧:

1. 略读的运用

略读是用最快的速度抓住文章大意。为了提高阅读速度首先应抓住关键词句,因为它是连接上下文的纽带,快速阅读时只注意瞬时关键词,其他便可迎刃而解,抓住关键句子也就是找出主题句,主题句是文章中用来概括大意的句子,主题句往往是每个段落的第一个句子,有时可能是最后一个句子,在特殊情况下可能出现在段落当中,通过识别主题句,可以快速、准确地抓住文章中各个段落的主要意思。如果抓住了每一段落的大意,就抓住了全文中心思想。在阅读中识别主题句,准确理解其意思,可帮助读者了解作者的行文思路,分析文章的内容结构,弄清各个段落之间的逻辑关系,有利于提高阅读速度和理解的准确性。

2. 寻读的运用

寻读是指有目标地找出文中某些特定信息。对文章有所了解(即略读)后,在文章中

查找与某一问题、某一观点或某一单词有关的信息,寻找解题的可靠依据。寻读时,需快速扫视文章,确定所查询的信息范围。同时,还应该注意题目中体现出的所查信息的特点。例如在问题或填空的句子中涉及人名、地名时,则寻找首字母大写的单词;有关日期、数目的问题,则要查找具体数字;有关某个事件、某种观点等,就需要寻找与此相关的关键词,而与所查信息无关的内容可一掠而过。如在 In the United States the building of landfills is the job of both federal and local governments. 一句中,一些特殊的用词,“United States” “building of landfills”能提示读者顺利找到原文 “In the United States, taking care of trash and building landfills are local government responsibilities”,而据此命题的正误判断练习 “In the United States the building of landfills is the job of both federal and local governments.”答案也就一目了然了。

3. 逻辑关系的运用

快速阅读理解能力的提高尤其应注意文章中逻辑关系的运用。逻辑关系体现在句子内部、句子以及段落之间。最基本的逻辑关系有以下几种:

(1) 因果关系:常用 as a result, therefore, hence, consequently, because, for, due to, consequently 等词。

(2) 并列、递进关系:常用 and, or, then, in addition, besides, in other words, moreover 等词。

(3) 转折关系:常用 however, but, yet, in fact 等词。

这些读者常见的逻辑提示词不但能衔接文章的句子,而且还提示读者哪些句子是有效信息,哪些是相对重要的信息,哪些是相对不重要的。读者在阅读文章的时候,必须思路清晰,重点寻找能帮助获取主旨信息的关键词。例如: You have just finished your meal at a fast food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood, you push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up. 该段最后一句话里的“*But*”,说明该句的逻辑主旨发生了变化,因此,转折逻辑词之前的信息就显得并不重要了。简单的处理方法是重点扫视转折词之后的信息。同样,并列、递进关系等词,意味着其前后衔接的信息主旨未发生变化,只突出了前后句子主旨的相似性,所以阅读其中一半便可。这样,既保证了阅读质量,又提高了阅读速度。如在 *How Is a Landfill Operated?* 中有这样一段:

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be recycled.

In addition, there is a household hazardous waste drop-off station for chemicals (paints, pesticides, other chemicals) that are banned from the landfill. These chemicals are disposed of by private companies.

其中“*In addition*”意味着其后内容和上一段信息主旨基本一致,可以放弃本句的阅读。

4. 标点符号的运用

标点符号(破折号、小括号、冒号)可用于了解生词或句子的含义。由于快速阅读用词相对比较简单,很容易理解和把握标点前的被解释信息,所以,可以将这些标点符号后面的信息删除,从而更加快速地把握文章的主旨。例如:

Dump—an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). (This is most people's idea of a landfill!)

Landfill—carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.

Sanitary landfill—landfill that uses a clay liner to isolate the trash from the environment.

Municipal solid waste (MSW) landfill—landfill that uses a synthetic (plastic) liner to isolate the trash from the environment.

在 Dump、Landfill 之后分别有一个破折号,其作用在于对前者进一步进行解释,明白这些单词的基本含义后则可放弃其后信息的阅读。因为阅读理解强调把握文章主旨信息,而不是具体的细节信息。

5. 特殊信息点的运用

所谓“特殊信息点”是指文章中很容易识别的词汇,诸如时间、数字、大写字母等形式的语言点。这些信息点一方面很容易识别出来,另一方面,其表现的一般都是文章的琐碎信息,对于主旨的理解和把握而言,不过是更进一步论证说明而已,因此,可以忽略这些信息的阅读。如果测试题中确实涉及了,再回来细读也无妨,毕竟它们的表现形式非常利于查找和定位判断。如:

The trash production in the United States has almost tripled since 1960. This trash is handled in various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills. The amount of trash buried in landfills has doubled since 1960.

这段文字中充斥着大量的数字性信息,可以判断该部分信息为具体的描述,可以放弃阅读。

总之,快速阅读是培养学生在短时间内获取篇章主旨和特定信息的能力,因此,它更强调正确的阅读方法和技巧的运用。只要掌握一定的方法,培养良好的阅读习惯,就能取得事半功倍的效果。

CONTENTS

快速阅读理论与策略	1
Unit 1	1
Unit 2	11
Unit 3	20
Unit 4	31
Unit 5	41
Unit 6	50
Unit 7	59
Unit 8	68
Unit 9	77
Unit 10	88
Unit 11	97
Unit 12	107
Unit 13	116
Unit 14	125
Unit 15	134
Unit 16	144
Unit 17	153
Unit 18	162
Keys	173



Unit 1

Reading Comprehension (Skimming and Scanning)

Directions: In this part, you are to go over each passage quickly within the given time and answer the questions that follow.

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 information is not given in the passage.

For questions 8—10, complete the sentences with the information given in the passage.

Text A >>>

Neet Generation

(1,113 words, suggested reading time: 8')

For most people, the suggestion that a sizeable number of British teenagers has a “neet” problem will prompt(提示) images of strong hair lotions(洗发液) and fine-tooth combs(细齿梳).

A Japanese team of researchers that came over to Sheffield in northern England recently knows differently, because their nation has neets too. The number of young Japanese not in education, employment or training—the neets—is now an estimated 600,000.

Whether both countries really do have the same problem is a matter of debate among academics. The Japanese delegation had, none the less(依然), come halfway around the world on a damp October day to see how the UK deals with its own. In particular, it had heard good things about the approach taken by the Connexions service. Connexions has taken flak for devoting, a disproportionately(不成比例地) large part of staff time and resources on neets at the expense of providing a more straightforward careers guidance service to the vast majority of young people.

Building a relationship

John Papworth, chief executive of Connexions Humber, explained to the Japanese how Connexions helps young people who are feeling isolated or in need of guidance and support. “Rather than passing them round from pillar to post(到处), Connexions provides a dedicated personal adviser, or PA, with whom young people can build a relationship,” he said. “It is a holistic service—PAs don’t just look at the issue that brings the young person to Connexions but at their whole situation.”

It was this all-round approach that interested the Japanese research team in

Connexions. Dr Michiko Miyamoto, a professor of family sociology at Chiba University near Tokyo, says, "There has never been a support service of this kind in Japan. The economic situation was so good that there was no real need for career advice or a training service."

Her description of the Japanese problem would not fit the British situation. "Until 1997 or 1998 there were no neets, but in the last few years many young people have become too wealthy to have to work—there is no need, no urgency. It is a rich country's problem."

Freeters on the rise

The neet phenomenon may be fundamentally different in both countries, but what about a related and slightly longer-standing problem among young Japanese, the "freeters"? (The word was concocted by combining the English word "free" with the German word for worker, "arbeiter".)

This term was coined(生造词语) in the late 1980s, during Japan's bubble economy. It referred to young people who deliberately chose not to engage in regular work, despite the large number of jobs available at that time.

It came to include people aged between 15 and 34 who do not make use of their qualifications to embark on careers, but remain only casually involved with the labor market in a series of temporary jobs, usually in the sales and service sector. Freeters often intend to have a steady job one day.

According to government statistics, there are more than four million freeters. They are not necessarily from deprived backgrounds, and increasing numbers are high-school and university graduates.

The Japanese Institute for Education Policy Research identifies three main groups of freeters: "Those who desire freedom and ease—the tarrying(等候的) type; those who attach importance to doing what they want to do—the dream-chasing type; and those who cannot find their desired regular employment—the no-choice type."

Somewhere in there are the "mugyousha(日语音译)", the estimated 280,000 graduates not involved in work or further study, some of whom leave regular employment for insecure destinations within two or three years of graduating. And there is an increasing trend for young people to live at home with their parents, a group sometimes described by the harsh term "parasite(寄生虫) freeter."

Does the UK have freeters, asks Mick Fletcher, research manager at the country's Learning and Skills Development Agency. "There are huge differences between British society and Japan, yet the analysis has disturbing resonances. There is a wealth of anecdotal evidence about young people delaying the start of a career, about ever-expanding gap years between school and university; and harder evidence about increasing numbers of graduates returning home to live with parents."

The increasing casualization of jobs(散工) in large parts of the service sector, and anecdotal evidence of living for today among young people in employment, suggest to Fletcher that it might be worth some research to find out whether we have freeters. The initial response from a minority of academics working in the field of young adults and the labor market is that we already have the evidence to show the UK does not have freeters.

“The Japanese construction on all of this is very much to do with the young person’s will,” says Gill Jones, retired professor of sociology at Keele University in northern England, who recently completed research on the relationship between young adults and their parents. “They put very negative labels on neets-whereas we are much more likely to see it as a question of constraint(限制): they are living at home because they have to and because jobs are not well paid. This is a problem of the youth labor market.”

Terri Apter, senior tutor at Newnham College at Cambridge university, who specializes in the development of adolescents and young adults within the family and society, agrees, “A degree doesn’t give young people the head start(领先) that it gave young people in previous generations.” Many more people are getting degrees, while the number of traditional graduate jobs has drastically dropped.

A perusal(细读) of any of the numerous freeter websites throws up a variety of reasons given by young Japanese for pursuing this course, among them a conscious decision not to enter what they see as the hidebound(守旧的), old-fashioned Japanese corporate world.

In Britain, the evidence suggests that young adults returning home after university are doing so because they cannot afford housing or get a job that allows them to lead independent lives, according to Andy Davidson, communications manager at the UK’s Institute of Employment Studies.

Student debt

In this regard, student debt in the UK exercises a positive force. “Students coming out of university have a high average debt, and by and large(总的说来) they want to get rid of it,” he says.

Recent research shows that young British graduates still want jobs that provide a progression and are aware that the traditional graduate jobs are disappearing, he says. They are taking jobs that once would not have required degrees, using them to get into better positions for more satisfying work.

“They may still be looking to make best use of their graduate skills in professional jobs that are more demanding,” he says. “They may just take two or three hops to find their niche(合适的环境).”

For questions 1—7, mark Y, N or NG.

() 1. The existence of “neet” in both countries is still a matter of debate among

British and Japanese researchers.

- () 2. Connexions has suffered severe criticism for neglecting the vast majority of young people in Britain.
- () 3. Connexions is a governmental organization that helps young people who are feeling isolated or in need of guidance and support.
- () 4. The neet problem is very common in rich countries.
- () 5. Freeters are those teenagers who remain only casually involved with the labour market in a series of temporary jobs.
- () 6. British researchers' attitude toward the neet problem is different from their Japanese counterparts.
- () 7. Recent study shows that the jobs suitable for graduates are fewer than ever before.

For questions 8—10, complete the sentences with the information given in the passage.

- 8. Japanese society has a/an _____ attitude toward the neets.
- 9. The young people quitting jobs and living with their parents are often called _____.
- 10. _____ are those who do not involved in work or further study after graduation.

Text B >>>

The Green Beads

(1,172 words, suggested reading time: 8')

Dressed for an interview, Pearl was dismayed to find that the worn string threading (穿起) the glass beads she had put on for good luck had broken, scattering beads right on the steps of the building. Picking them up would make her even later than she was already, due to a train delay. But pick them up she must, after all, they had sentimental (非常特殊的) value.

"Oh! Just knew something like this would happen. Today of all days when I'm late for what could have turned out to be my first job."

"Let me help you. The beads are bright green and not hard to spot."

"Thanks, I'd appreciate it. Never worn this necklace since my granny died. I was always trying it on when visiting her as a child."

"Granny smiled and said it was lucky, but the string was worn when I inherited it. I'd have been better waiting to get it mend and not believed in luck."

“You’re scrambling about(四处乱抓)in the rain, dropping as many beads as you pick up. Calm down! Two of us will cut the job by half, and there’s a jeweler’s just around the corner.”

“Do you work here then?”

“In the Sales Department of Hector and Brown Retail(零售公司).”

“My interview is in the Sales office with someone called Mick Jackson.”

“Oh yes?”

“I was so nervous. I just couldn’t sleep and left in plenty time this morning. Wanted to be early but the train was late, and now the necklace breaking and making me later still. Just my luck if he hasn’t time to see me, or has left the building or taken sick. Green was never my favorite color anyway.”

“Pity, I’m sure the necklace is just right for you and, if Mick Jackson has left the building when you ask at Reception(接待处), the interview can be fixed for another day.”

“Like I said, calm down, think positively—what is your name anyway?”

“Pearl Davis.”

“Well, Pearl, here’s what to do. Go and see them at Reception and then go to the jeweler’s. If your luck holds, Reception will fit you in for a later appointment today. Interviewing is going on all week for that job in the Sales office.”

“I couldn’t face up to it all again. Not another sleepless night.”

“I must go and take these beads I’ve collected. Believing in luck isn’t foolish. We all do it once in a while.”

“I’ll do that, thanks.”

Pearl watched him hurry away towards the car park and glanced at the beads he had pressed into her hand. Green was a good color and he had said the necklace was just right for her. She’d take his advice and pop on round to the jeweler’s after explaining at Reception why she was far too late for the interview. Pearl was fortunate at reception; somebody had cancelled their interview for an hour ahead. She was given that one, and with a confident swing to her step(踏着自信的步伐), she swept out through the swing doors and made her way to the jeweler’s. In the jeweler’s, she was clutching the gathered beads to show to an assistant, when the shop, empty of all other customers, was raided. Two masked men demanding money and emptying trays of jewelry. It was like a horrific nightmare!

Pearl screamed as she was pushed to join two assistants, powerless to reach the alarm button below the counter. In the panic of the moment she dropped her beads and, bright green in the morning sunlight, they rolled everywhere. One of the masked men slid as his foot hit a rolling bead and his companion holding the gun turned at the sound of his fury. It gave an assistant just the chance she needed to push the alarm signal. As the screech of it echoed from the four corners of the room the raiders ran. Pearl, mindful of(惦记)being given a second chance with her interview, slipped away and steadied her shattered nerves

(镇定下来)with coffee and a doughnut, in the cafe along the street.

“Calm down” he had said on the steps to Hector and Brown. Helping to collect the green beads scattered all around together had steadied her.

“Think positively,” he had smiled, as he pressed the ones he had gathered into her nervous hand.

It was only one short hour from then till now when she again trod up those steps, but it seemed she had lived a lifetime in-between. How vivid the memory of rolling green beads crunched(嘎扎作响)beneath skidding feet. Her hand went to her throat where the necklace should have rested. And she coughed as she gave her name at Reception.

The Interviewer was a small man with a tired expression. Pearl tried to believe in herself and what she could contribute to a job in the Sales Office of Hector and Brown Retail. She tried to give a positive image but somehow, thinking of the crushed green beads on the Jeweler’s floor, it was hard not to imagine that her luck had run out with the raiders. The interview finished with a handshake and a polite “We’ll let you know in due course, Miss Davis. Thank you for coming along.”

The next morning the green beads were pictured in the Daily Newspaper with a paragraph on how lucky they had proved in foiling(躲过)a raid at the jeweler’s. There was a line or two about Pearl—how she had slipped away without waiting to be thanked or leaving a name and address. The shop was anxious to return her beads, newly strung(串好), and without charge, only a couple of them had been crushed underfoot.

Pearl had nothing else planned for the morning so she went along to the jeweler’s straight away(立即)clutching the Daily News. They made a big fuss of her(盛情款待)and she was smiling when she left with the green beads around her neck and the feeling returning that life had taken a new direction. For a second she hesitated on the steps of Hector and Brown and looked hopefully towards the closed door. They were interviewing all week and, even if she had managed to get the job, it would be at least another week before she heard from them. Pearl walked away down the street and towards the bus stop.

She heard from Hector Brown by phone that lunchtime. Pearl couldn’t believe it, but the job was hers and she was to start tomorrow.

The chief Salesman smiled when he saw her coming through the door and said. “I read the Daily News and told the office that if they let you slip through their fingers they would lose a little jewel.”

Not only had Pearl met up with the man of her dreams. She was working in the same department and they would see each other every day. The green beads had brought this about. From now on she was a firm believer in luck.

And she would always value Granny’s last gift.

For questions 1—7, mark Y, N or NG.

() 1. Pearl came across one of her workmates on her way to the office.