普通高等学校省级规划教材

新目标 2

大学英语泛读

New Target （第2版）

College English Extensive Reading

总主编　郝涂根
主　编　程家才　邓世俊

中国科学技术大学出版社

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总主编　郝涂根
主　编　程家才　邓世俊
副主编　王锦云　贲培云　徐丽月
参　编（按姓氏笔画排序）
王冬霞　田　燕　朱　亮
刘　颖　张　媛　贺雅萍

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第 2 版前言

《新目标大学英语泛读》(第 1 版和修订版)是为高等院校非英语专业学生编写的教材,迄今已使用了 7 年。根据各院校师生在使用过程中的反馈意见,该教材较好地体现了《大学英语课程教学要求》的基本精神,在提高学生阅读能力的同时着重培养了学生综合运用英语的能力。然而,随着普通高校非英语专业学生入学时的英语水平不断提高以及使用本教材的学校类型增多,有必要在保持原有亮点的基础上对教材的整体结构和内容进行完善和提高。

第 2 版教材保留了第 1 版和修订版中关于中西方文化、英语学习策略等方面的内容,减少了教育教学类题材的文章,注重选用适合于应用型高校非英语专业学生阅读的英文材料。新选材料涉及商务、旅游、建筑、化工、金融、会计、酒店、体育、电子、物流、动漫、宗教、礼仪、创新性思维等方面。另外,依据 2013 年大学英语四、六级考试新题型,对原教材中的练习进行了相应修订,练习的题型和内容都紧扣大学英语四、六级考试新题型。

本教材一套 4 册,每册 15 个单元,每单元围绕一个主题,由两大部分构成:

Part Ⅰ Text:主题性文章 1 篇。文章前配有相关插图和汉语阅读提示,以便于学生把握文章主旨大意。生词采用边注形式,有助于学生排除阅读障碍;文后附有注释、难句译文以及 3 种练习题型。第 1、2 册主题性文章后的练习题型为多项选择题、重点词汇和短语填空题以及汉英翻译题(第 1 册为完成句子翻译题,第 2 册为单句翻译题)。第 3、4 册主题性文章后的练习题型为多项选择题、主题性文章摘要填空题以及段落翻译题。最后附有与主题相关的中外名人名言或者英汉对照的幽默小故事。

Part Ⅱ Reading Comprehension: Section A 为 1 篇长篇阅读文章。生词采用夹注形式,练习题为与大学英语四、六级考试新题型相同的信息匹配题。

Section B 和 Section C 为 2 篇仔细阅读短文，生词采用夹注形式，两篇文章后的练习题分别为与大学英语四、六级考试题型一致的选词填空练习和多项选择练习。

本套教材由安庆师范学院、黄山学院、滁州学院、同济大学浙江学院、巢湖学院、合肥师范学院、池州学院和淮北师范大学共同编写和修订。我们希望第 2 版不仅能帮助学生扩大知识面和词汇量，适应大学英语四、六级考试新题型，增强英语阅读理解能力，而且能帮助学生提高运用英语学习策略和跨文化交际能力，养成独立阅读习惯，进一步提高英语运用能力。

《新目标大学英语泛读》编委会

2014 年 3 月

前　言

教育部《大学英语课程教学要求》规定：大学英语课程以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，其目标是培养学生的英语综合应用能力。改革后的大学英语四、六级考试，也侧重于考查学生的英语应用能力，提高了阅读理解的难度和阅读速度，以测试考生快速捕捉信息的水平。我们以此为依据，编写了《新目标大学英语泛读》。

本教材以凸显文化性为主要特色，着重选择了一些有关中西方文化、教育理念、学习策略以及科技、经济、社会生活等方面的文章。我们从普通高校非英语专业学生入学时英语水平的实际情况出发，同时紧扣大学英语四、六级考试题型，设置了丰富多样的练习题，从内容到练习形式，都极力体现《大学英语课程教学要求》中有关大学英语泛读教学的指导理念，以期满足普通高校非英语专业大学生学习英语的需求。

本教材一套4册，每册15个单元，每单元围绕一个主题，由三大部分构成：

Part Ⅰ Text：主题性文章1篇。文章前配有相关插图和汉语阅读提示，以便于学生把握学习方向。生词采用边注形式，有助于学生排除阅读障碍。文后附有难句译文及形式多样的练习题。

Part Ⅱ Skimming and Scanning：快速阅读文章1篇。文中生词采用夹注形式，练习题形式多样，有判断练习、完成句子练习和填表练习等。

Part Ⅲ Reading in Depth：仔细阅读文章2篇。第1篇文章的练习题形式为填词和简短问答题，旨在提高学生的书面表达能力。第2篇文章配有5个与四级考试阅读理解题型相同的选择题。

本套教材由安庆师范学院、淮北煤炭师范学院、合肥师范学院、阜阳师范学院、黄山学院、巢湖学院、滁州学院、池州学院共同编写。

需要说明的是，我们在本教材文章素材的选取上，注重了知识性、趣味性、时代性，同时着重选编了一些有关中国文化和学习策略的文章，相信这对于拓宽同学们的英语表达领域、增强自主学习观念会有所帮助。在一年的使用过程中，我们对全套书做了认真审订，改正了初印书中因编写和排版疏忽所留下的一些错误。期望同学们通过对本教材的学习，提高对英语学习的兴趣，养成独立阅读的良好习惯，增强国际交际能力。

《新目标大学英语泛读》编委会

2009年6月

Contents

Unit 1
Information Technology

Part I Text

Introduction to Information Technology

随着社会的发展，信息技术已融入我们生活的各个方面。增强用英语对信息技术的表达能力，对您无疑是有益的。

In the last decade, we have been witnesses of a gradual and complex process of integration[1] of information technology in the different sectors[2] of our societies. Information technology goes from the financial[3] sector to the commercial one, from the educative sector to the cultural one. This process seems unchangeable. Everything makes us predict that computers and computer networks will not be foreigners in homes, schools, universities or work centers. Instead, computers and computer networks will be considered as a natural part of the environment in

1. integration /ˌintiˈgreiʃn/ *n*. 结合，综合
2. sector /ˈsektə(r)/ *n*. 部门，行业
3. financial /faiˈnænʃəl/ *adj*. 金融的，财政的

注：★＝较高难度的单词，▲＝更高难度的单词，◆＝超纲单词。

which we are born and grow, and they follow the same way of other well strengthened[4] technologies that already exist in the every-day-life of people.①

In fact, we have seen in the past how every new technology (from cars to airplanes, from films to cell phones[5]) requires a dialectic[6] process of adaptation because of society.② Such adaptation process can last even for several generations. Finally, the new technologies become in a way[7] almost a natural part of the environment in which we live. Seeing and using radios and phones has been natural for us. In the same way, using computers will be natural too.

Information technology cannot be reduced[8] just to the concept of machines because it includes various dimensions[9]. However, the computer has been for many years the only visible sign of the existence of information technology for people. Unfortunately, even today, that is the most obvious vision[10] that exists in different sectors of societies. Information technology cannot be even reduced to a fashion because its roots appeared in remote times.

In fact, modern information technology has its roots in the convergence[11] of three important tendencies[12]: the development of calculator[13] machines, the processes of automation[14] and the detailed description of information.③ Each one of these sectors has had its own evolution[15] characterized by different stages. Many of these stages are directly linked with the development of mathematics.

From the mid 60's to the late 70's, information technology went through[16] deep transformations[17]:

On the one hand, there is a considerable extension of the information technology applications[18]. Many people consider this stage as a true revolution, and later on it was

4. strengthen /ˈstrenθn/ *vt*. 加强,加固
5. cell phone 手机,移动电话
6. dialectic /ˌdaiəˈlektik/ *adj*. 辩证的
7. in a way 在某种程度上,在某些方面
8. reduce /riˈdjuːs/ *vt*. 简化,归纳
9. dimension /daiˈmenʃn/ *n*. 特点,特性,方面,部分
10. vision /ˈviʒən/ *n*. 视力,眼力,远见
11. ★convergence /kənˈvəːdʒəns/ *n*. 回合(点),集中点
12. tendency /ˈtendənsi/ *n*. 趋势
13. calculator /ˈkælkjuleitə(r)/ *n*. 计算器
14. ★automation /ˌɔːtəˈmeiʃən/ *n*. 自动化,自动操作
15. evolution /ˌiːvəˈluːʃn/ *n*. 演变,发展
16. go through 经历
17. transformation /ˌtrænsfəˈmeiʃn/ *n*. 变化;转变
18. application /æpliˈkeiʃn/ *n*. 应用,运用

going to impact[19] on all the economic and social structures.

On the other hand, there is the appearance of personal computers. In this stage exists the will to fight against the centralization[20] of data by very few people with special rights.

These two transformations contribute in a determinant way to the spread of modern information technology. Such effect brings new problems linked to the large increase of different forms of applications. The necessity of a better control of these new applications implies knowing in a deep way the limits and potentialities[21] of information technology. This is a global necessity of contemporary societies that interests all sectors, from the scientific to the industrial, from the commercial to the educative, and so on.

Each sector has to study and resolve the specific problems related to the integration of the deep values of information technology. This activity implies the necessity of incorporation[22] of a new element in our culture. Such incorporation requires a process of adaptation and learning of this "new" sector of knowledge in order to incorporate information technology as another element of our culture. The development of a "computer-science culture" allows us to understand that information technology will bring about a transformation in the social organization, in everyday life, in different work forms, in the way of being of each one of us, and in the way in which we relate with everyone else and with our objects of study.

——*http://dipmat.math.unipa.it/~grim/EBalderas.PDF*

(599 *words*)

19. impact /im'pækt/ *vi*. 产生不良影响
20. ★centralization /sentrəlai'zeiʃən/ *n*. 集中，集权
21. potentiality /pəutenʃi'æləti/ *n*. 潜力，潜能
22. ★incorporation /in,kɔ:pə'reiʃən/ *n*. 包含，合并，吸收

Notes

① Instead, computers and computer networks will be considered as a natural part of the environment in which we are born and grow, and they follow the same way of other well strengthened technologies that already exist in the every-day-life of people.
相反，可以把电脑和电脑网络看做是我们生长环境的一个自然部分。和其他在日常生活中已得到充分应用的技术一样，它们同样与人们的生活息息相关。

② In fact, we have seen in the past how every new technology (from cars to airplanes, from films to cell phones) requires a dialectic process of adaptation because of society.
事实上，我们在过去已经见证了由于社会的缘故每项新技术(从汽车到飞机，从胶卷到手机)所经历的辩证适应过程。

③ In fact, modern information technology has its roots in the convergence of three important tendencies: the development of calculator machines, the processes of automation and the detailed description of information.
事实上，现代信息技术集3个重要趋势于一身：即计算机器的发展、自动操作的过程以及信息的详细阐述。

Exercises

I. *There are five questions or unfinished statements based on the passage. For each of them choose the best answer from the four choices marked A, B, C and D.*

1. Which of the following is not correct about the field involved by information technology?
   A. Information technology goes from the financial sector to the commercial one.
   B. Information technology goes from the educative sector to the cultural one.

C. Information technology only exists in the above four areas.

D. Information technology almost exists everywhere in our daily life.

2. According to the passage, computers will be naturally accepted _____.

A. sometime in the future B. in one generation

C. in the next decade D. in a very short time

3. Which of the following can best summarize the origin of modern information technology?

A. The development of calculator machines.

B. The processes of automation.

C. The detailed description of information.

D. All of the above.

4. The underlined phrase "bring about" in the last paragraph most probably means "_____".

A. bring B. cause C. take D. raise

5. According to the passage, which of the following statements is true?

A. Every new technology comes to people's daily life easily.

B. Computers are welcomed by people without any difficulty.

C. Information technology will be gradually accepted by people.

D. QQ was accepted by all the people as soon as it appeared.

Ⅱ. *Fill in the blanks in the following sentences, using the words or phrases given below. Change the form where necessary.*

tendency	impact	strengthen	reduce	in a way	necessity
dimension	link with	go through	financial		

1. It is a matter of _____ to wear formal clothes when meeting the Queen.
2. Tokyo and New York are major _____ centers.
3. _____ it was one of our biggest mistakes.
4. He's amazingly cheerful considering all he has had to _____.

5. This latest development has further _____ my determination to leave.
6. There is a _____ to the problem that we have not discussed.
7. The newspapers _____ his name _____ hers.
8. Her father's death _____ greatly on her childhood years.
9. There is a _____ for this disease to run in families.
10. The problem _____ to two main issues.

Ⅲ. *Translate the following Chinese sentences into English.*

1. 最近十年，我们目睹了信息技术在社会的不同部门逐渐融合的复杂过程。
2. 由于信息技术涵盖了多个方面，因此不能把它概念化地归结为机器。
3. 这两个转变对现代信息技术传播起到了决定性的作用。
4. 这是当代社会全球化的必然要求，包括科技、工业、商业、教育等。

Part Ⅱ Reading Comprehension

Section A

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.

Information Technology and Education

A) In recent years, the fast, effective and global communication of knowledge has created a new foundation for co-operation (合作) and teamwork, both nationally and internationally. The increasing role played by information technology in the development of society calls for an active reaction to the challenges of the information society.

B) The Danish government's IT policy report to the Folketing (Danish parliament) (议会) and annual IT plans of action are an expression of the fact that the government takes the development of the information society seriously and regards the public sector as the spearhead (先锋) in selected areas. In this connection, education is one of the quite central areas.

C) Only if society works towards a higher level of education for the population as a whole and involves the individual citizen in life-long education, will Denmark maintain its competitiveness (竞争力) and develop a labor market which, in the global competition for jobs, is even today under great pressure.

D) The following strategic (战略性的) targets are an expression of the fact that the Ministry of Education is ready to face the challenge.

E) An IT educational policy must ensure:

Up-to-date(现代的,最新的) *qualifications in the information society*

F) Up-to-date qualifications gained against the background of a high general level of education in the population will be decisive(决定性的) if Denmark is to maintain competitiveness and its share of the global labor market in the information society. IT skills and IT understanding are thus central preconditions for the individual, both now and especially in the future.

G) The advantage of using information technology is that time-consuming work routines can increasingly be performed by means of this technology and time can thus be devoted instead to communicating and informing, to the processing of information and the production of knowledge.

H) This means that the ability to gain an overview (概述,概观) and to choose between items of information will be quite central skills. Only with their help can the increasing volume of information be used to meet individual needs

and to increase the speed of decision-making and the production of knowledge. At the same time, an overview of the potential of information technology on the part of the user is necessary for its rational use.

I) It is, therefore, necessary to develop professional skills as well as basic IT operating skills. IT skills are obtained mainly through prolonged experience in use. Therefore, it is part of the ministry's strategy that the educational system should be so arranged that pupils and students become used to regarding IT as a tool to be used in the learning process.

The integration of new pedagogic opportunities

J) New pedagogic (教学法的) opportunities must be explored and tested, just as new forms of communication must become established among pupils, students, teachers and the education sector as a whole. The IT policy of the Ministry of Education focuses on research, development and spread, including the creation of frameworks (准则) for the exchange and spread of experience among pupils, students, teachers and leaders of educational institutions.

K) Finally, IT opens up opportunities for a more individualized form of teaching in which pupils and students themselves can control the learning process and the teacher is not necessarily present. Teaching has to be organized in such a way that learners learn to learn and to accept responsibility for their own education. Educational courses based on IT technology can be developed to support everyone, in new and more effective ways, including specially weak learner groups in the learning of basic skills such as reading, writing and arithmetic.

Equal and flexible(灵活的) access to education

L) Irrespective of (不考虑) age, school background and living place, it must be ensured that everyone has an opportunity to participate in a broad range of educational activities. An IT educational policy strategy in this area includes a considerable extension of virtual educational courses and possibilities, where physical presence is not an initial requirement and where the advantages of courses that are not geographically and temporally(时间上地) limited can be realized.

M) By means of information technology, education can thus be made available outside of working hours, at the weekend, during working hours in co-operation between companies and educational institutions, as well as in a completely different part of the country from that in which the teaching is taking place. Education can, in this way, be said to be "unlimited".

Effective and flexible structure and organization

N) Today, virtually all educational courses available at foreign educational institutions compete with corresponding (相应的) Danish courses, just as competition within Denmark for the decreasing numbers of students is expected to become stronger. More Danish companies are now establishing their own training departments with a view to meeting their own needs for adult and supplementary (补充的,额外的) training. Major foreign companies are also establishing their own virtual training centers. Therefore, there is a need in this area for new ideas, so that educational institutions can continue to be the main suppliers of new qualifications to the labor market and life in general. New forms of organization and co-operation within the educational system already have consequences for educational institutions, their geographical coverage and the courses they offer.

O) It is thus the aim to utilize the opportunity to maintain a geographical decentralization (分散) of the Danish educational system. In further and higher education and in adult and supplementary training, distance teaching can be used to offer education to local communities, where there would not otherwise be a sufficient population for the establishment of courses.

——*http://eng.uvm.dk/publications/9Information tec/eng_it.htm#educ.*

(887 *words*)

_____1. The benefit of using IT is that technology can be used to do time-consuming routine work.

_____2. According to Denmark's IT report, Denmark will maintain its competitiveness if the society works towards a higher-level and life-long IT education for the population.