

大学英语

专项能力拓展教程:

阅读与翻译

主 编 黎闯进 缪惠莲

副主编 李 杰 郜严明 冶慧颖 覃珊珊

College English



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前 言

为适应我国高等教育新的发展形式，培养学生的英语综合应用能力，2004 年年初，教育部高教司组织制定并在全中国部分高校开始试点《大学英语课程教学要求(试行)》。为了与新的教学要求相适应，全国大学英语四、六级考试改革项目组和考试委员会制定了《全国大学英语四、六级考试改革方案(试行)》，并于 2005 年 6 月开始进行了较大规模的试测。2007 年 1 月全面实施改革后的四级考试。为适应学生能力培养的需要，2013 年 8 月，全国大学英语四、六级考试委员会对四、六级考试的试卷结构和测试题型又作出了局部调整。

为帮助学生快速掌握应试策略和熟悉考试题型与重点，提高英语综合能力，我们组织了一批长期从事大学英语教学与测试研究的一线老师根据《大学英语四级考试大纲》和四级最新题型的要求，编写了《大学英语专项能力拓展教程：阅读与翻译》和《大学英语专项能力拓展教程：写作、听力与完形填空》。本系列教程结合历年大学英语四级考试的真题进行了最具针对性的专项分解与讲练结合，提供给学生最典型、最全面、最实用的应试策略分析和专项模拟训练。

本册《大学英语专项能力拓展教程：阅读与翻译》内容涉及快速阅读、篇章词汇理解、篇章阅读理解、翻译等，每个章节又由题型分析、解题技巧和真题训练三个部分组成，并配备有真题训练部分的参考答案与详解。本册书后还附有大学英语四级词汇的词缀与词性汇编、翻译强化训练和 2013 年 6 月全国大学英语四级考试真题与参考答案。

感谢参与本系列教程编写的黎闯进、缪惠莲、李杰、梅学芳、李琴、胡筠、李春芳、黄生友、梁艳红、刘勤、邵严明、肖艳玲、冶慧颖、覃姗姗等老师，他们在保持日常教学工作的同时，严格认真、保质保量地完成了本系列教程的编写工作；他们以高度的责任心和丰富的专业知识对书稿进行了多次的修改与校对，从而使本系列教程在质量上有了可靠的保障。

由于时间仓促，以及编者水平有限，书中难免有疏漏和不足之处，恳请使用该书的教师、学生和广大英语爱好者提出宝贵的批评和建议，以便使其日臻完善。

编 者

2014 年 6 月于湖北武汉



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第一章

快速阅读



快速阅读是大学英语四级考试在 2006 年题型改革之后新增设的一个题型,占试卷总分值的 10%,主要测试考生浏览阅读和查读技能。《大学英语课程教学要求(试行)》中对快速阅读的一般要求是:“在快速阅读篇幅较长、难度较低的材料时,阅读速度达到每分钟 100 词。能基本读懂国内英文报刊,掌握中心意思,理解主要事实和相关细节”。对考生而言,四级快速阅读的文章虽然篇幅较长,但理解难度并不大,主要挑战是 15 分钟以内完成阅读、答题和填涂答题卡的时间限制。所以,考生在平时训练中,必须加大阅读量,掌握正确的阅读方法和技巧,培养在短时间内获取文章主旨大意和特定信息的能力,这样才能在考试中游刃有余。

第一节 题型分析

快速阅读有别于篇章阅读,考生若想在短时间内快速准确地筛选出有效信息,必须熟悉了解快速阅读的题型概况、常见的选材主题及常设考点。

一、题型概况

四级快速阅读要求考生在 15 分钟以内阅读完一篇 1000~1200 词左右的文章,并解答与文章内容紧密相关的 10 道考题,出题形式是“7 个是非判断题+3 个句子填空题”。自 2007 年 12 月以来,判断题改成了多项选择题,即要求考生根据文章内容从所给的四个选项中选出符合题干的最佳答案。

同时,考生需要知晓并格外注意的是:快速阅读是考试的第二阶段,位于作文之后。当考生写作文时(9:10~9:40),手里还没有拿到阅读试卷,也就是说在做快速阅读 9:40-9:55 之前,考生不允许看,也看不到试卷。因此,切不可抱有侥幸心理,认为可以借用其他项目的时间来答题。

二、常见选材主题

纵观历年真题,大学英语四级快速阅读文章的选材注重时效性和现实性,大多节选自英、美等国主流报纸杂志,比如 *USA Today*(今日美国)、*The Washington Post*(华盛顿邮报)、*The Timeshare*(泰晤士报)、*The Newsweek Magazine*(新闻周刊)等。文章主题以科

技、人文、经济、教育等社会热点话题居多,贴近生活中的普遍认知,一般不会涉及政治、军事等有争议或敏感的话题。体裁有说明文、议论文、记叙文,其中说明文和议论文为主要测试文体。

三、常设考点

1. 主题主旨。考生在做快速阅读时一定要重点留意文章的大小标题、首尾段以及每段的首尾句,因为这些地方往往就是整篇文章或段落的中心思想,它能帮助你很快了解文章的体裁、形式、涉及的内容及作者的意图。

2. 数字信息。时间、价格、数量、比例等与数字相关的信息常常被用来作为考点,解题时要格外注意答案不一定是原文中的原始数据,有时需要进行简单的加减乘除运算才能得出。同时,还要避免被文章中出现的其他数字信息所干扰。

3. 观点态度。此考点包括作者对所写人物事件的观点态度,以及作者所写人物的思想观点、感情倾向,所写事件的目的、意义,因此,考生在答题时一定要弄清楚选项内容所指的具体对象或范围,准确筛选出与题干信息相对应的“观点态度”。

4. 逻辑关系。常见的逻辑关系主要有因果关系、并列递进关系、转折关系、比较关系等,这些都属于设题的高发点。但需要注意的是,题干或选项可能会对原文中的逻辑关系进行转换,因此答题时要多方面综合把握,全方位考虑。

5. 举例或列举。作者经常会使用举例或列举的方法来论证观点或说明事实。考生要注意区分,针对这些地方所设的题目有时是题干为事例,答案为相关观点或事实,有时是题干为观点或事实,答案为相关事例。

第二节 解题技巧

快速阅读是整个试卷中最有可能拿满分的一部分,考生一定要加以重视,掌握正确的阅读方法和解题技巧,并在平时的做题过程中有意识地加以运用,养成好的阅读习惯,日积月累,阅读速度和理解能力必定能得到提高。

一、解题步骤

第一步:浏览标题及首尾段,把握文章主题结构。这是做快速阅读的第一步,也是非常重要的一步。大标题是文章的主旨或主题词,小标题则是文章的逻辑架构,浏览大小标题,可以快速了解文章的主线、行为走向及整体框架,为下步筛选有效信息打下可靠基础,减少解题时的盲目性。但是,有些文章的大标题很简单,且没有小标题,在这种情况下,阅读首尾段,也是帮助我们获取文章主旨大意的极为有效的方法。

第二步:仔细读题,确定题干,定位信息。快速阅读区别于篇章阅读,不需要在通读全文前把10道考题全部浏览一遍。快速阅读的时间非常有限,建议考生看一题做一题,认真分析每道题的题干信息,准确把握题干所提要求,抓住关键词和中心词,直接回原文定位找答案,切忌走马观花、断章取义。

第三步：排除干扰信息，选出最佳答案。考生在原文中找到定位信息的出处后，要仔细比对选项和原文内容，因为答案不一定就是原词，有时要对原文内容进行简单的归纳或者同义的转换。对于填空题，还要注意填入的内容除了含义上要符合题意外，时态、主谓关系以及固定搭配上也要与题目保持一致。所以，考生在解题时要注意分析所缺失部分在句中所承担的成分以及前、后词的词性，否则，即使内容正确但时态错误或者搭配不对的话是不能得分的。

二、定位技巧

1. 出题顺序与行文顺序基本一致。一般情况下，快速阅读的出题顺序与原文的行文顺序基本一致(但不排除特殊情况)，换句话说，如果第二题定位在第三段，那么第三题的答案就不会出现在第一段和第二段里。把握这一规律，将有助于节省查读时间，提高定位的速度和准确度。

2. 利用小标题和每段首尾句。快速阅读的时间非常有限，不可能把文章从头到尾仔细通读一遍，必须略过无关紧要的信息。而小标题和每段的首尾句，能够帮助考生把握文章框架结构及每段大意，缩小搜索的范围，有选择性地阅读，快速有效筛选出所需要的信息。

3. 利用数字信息。题目或选项中诸如时间、价格、数量等数字可以成为很好的定位信息，因为数字信息在文章中一般都是以阿拉伯数字的形式呈现，很容易被找到。

4. 利用专有名词。人名、地名、机构名称等专有名词通常是以大写字母或者斜体字的形式呈现，与数字信息一样在文章中比较突出，方便快速定位。

5. 利用特殊标点。作者有时会通过破折号、冒号、括号、引号等特殊标点对某人或某事物进行解释或补充说明，因此在解答解释说明类题目时，可以充分利用形象显著的特殊标点进行定位，来推测不认识的词汇或句子的含义。

6. 利用逻辑关系词。逻辑关系词在文章中随处可见，从阅读的角度看，它们的作用不仅仅是衔接，还能给我们提供很多重要的有用信息。

7. 文中多次出现的词语不宜作为定位信息。一般越细节越特殊的词语，在文章中出现的频率越低，一旦找到，它附近的信息就是考点了。另外，定位词不宜过多，一般2~3个即可。

三、阅读习惯的培养

1. 多做泛读。广泛阅读大量涉及不同领域的文章，由易到难，循序渐进，积累多方面的知识，可以帮助考生在考试时快速准确理解作者的表达主题。

2. 计时阅读。四级快速阅读的做题时间是15分钟，不少同学因为做题速度慢，当结束铃声响起时，可能还未做完，或者说题目做完了却没有时间填涂答题卡。因此，在平时的训练过程中一定要养成计时阅读的习惯，建议把做题时间缩短至10~12分钟，这样考试时才会从容不迫。

3. 掌握略读和寻读技巧。四级快速阅读又名“skimming and scanning”。Skimming，略读，又称跳读或浏览，主要目的是了解文章的主旨大意，即考查考生对文章或段落大意及

结构的整体把握。Scanning, 查读, 又名寻读, 主要目的是为了寻找文章中某些特定的信息, 即考查的是考生对文章事实细节等局部性信息的理解。只有掌握好这两种技巧, 快速阅读才可能做到有的放矢。

4. 词汇积累。如果想要在快速阅读中取得比较好的成绩, 词汇量的积累也是必不可少的。不过这并不意味着背的复杂单词、难单词或生僻单词越多越好, 因为作为考试, 一般情况下, 过于专业或高深的词汇是不会出现或者说不会成为解题的障碍。

5. 克服不好的阅读习惯。不好的阅读习惯包括: 逐字逐句的读; 不断反复来回看已经读过的内容; 纠结语言细节, 读读停停; 有声阅读, 等等。

第三节 真题训练

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer Sheet 1**.

For questions 1-7, mark

Y (for **YES**)

if the statement agrees with the information given in the passage;

N (for **NO**)

if 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.

Part 1 (Selected from 2007.6 CET-4)

Protect Your Privacy When Job-hunting Online

Identity theft and identity fraud are terms used to refer to all types of crime in which someone wrongfully obtains and uses another person's personal data in some way that involves fraud or deception, typically for economic gain.

The numbers associated with identity theft are beginning to add up fast these days. A recent General Accounting Office report estimates that as many as 750,000 Americans are victims of identity theft every year. And that number may be low, as many people choose not to report the crime even if they know they have been victimized.

Identity theft is "an absolute epidemic," states Robert Ellis Smith, a respected author and advocate of privacy, "It's certainly picked up in the last four or five years. It's worldwide. It affects everybody, and there's very little you can do to prevent it and, worst of all, you can't detect it until it's probably too late."

Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data, especially your social security number, your bank account or credit card number, your telephone calling card number, and other valuable identifying data, can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons

have taken funds out of their bank or financial accounts, or, in the worst cases, taken over their identities altogether, running up vast debts and committing crimes while using the victims' names. In many cases, a victim's losses may include not only out-of-pocket financial losses, but substantial additional financial costs associated with trying to restore his reputation in the community and correcting erroneous information for which the criminal is responsible.

According to the FBI, identity theft is the number one fraud committed on the Internet. So how do job seekers protect themselves while continuing to circulate their resumes online? The key to a successful online job search is learning to manage the risks. Here are some tips for staying safe while conducting a job search on the Internet.

1. Check for a privacy policy.

If you are considering posting your resume online, make sure the job search site you are considering has a privacy policy, like CareerBuilder.com. The policy should spell out how your information will be used, stored and whether or not it will be shared. You may want to think twice about posting your resume on a site that automatically shares your information with others. You could be opening yourself up to unwanted calls from *solicitors* (推销员).

When reviewing the site's privacy policy, you'll be able to delete your resume just as easily as you posted it. You won't necessarily want your resume to remain out there on the Internet once you land a job. Remember, the longer your resume remains posted on a job board, the more exposure, both positive and not-so-positive, it will receive.

2. Take advantage of site features.

Lawful job search sites offer levels of privacy protection. Before posting your resume, carefully consider your job search objective and the level of risk you are willing to assume.

CareerBuilder.com, for example, offers three levels of privacy from which job seekers can choose. The first is standard posting. This option gives job seekers who post their resumes the most visibility to the broadest employer audience possible.

The second is *anonymous* (匿名的) posting. This allows job seekers the same visibility as those in the standard posting category without any of their contact information being displayed. Job seekers who wish to remain anonymous but want to share some other information may choose which pieces of contact information to display.

The third is private posting. This option allows a job seeker to post a resume without having it searched by employers. Private posting allows job seekers to quickly and easily apply for jobs that appear on CareerBuilder.com without retyping their information.

3. Safeguard your identity.

Career experts say that one of the ways job seekers can stay safe while using the Internet to search out jobs is to conceal their identities. Replace your name on your resume with a *generic* (泛指的) identifier, such as "Intranet Developer Candidate", or "Experienced Marketing Representative".

You should also consider eliminating the name and location of your current employer.

Depending on your title, it may not be all that difficult to determine who you are once the name of your company is provided. Use a general description of the company such as “Major auto manufacturer”, or “International packaged goods supplier.”

If your job title is unique, consider using the generic equivalent instead of the exact title assigned by your employer.

4. Establish and email address for your search.

Another way to protect your privacy while seeking employment online is to open up an email account specifically for your online job search. This will safeguard your existing email box in the event someone you don't know gets hold of your email address and shares it with others.

Using an email address specifically for your job search also eliminates the possibility that you will receive unwelcome emails in your primary mailbox. When naming your new email address, be sure that it doesn't contain references to your name or other information that will give away your identity. The best solution is an email address that is relevant to the job you are seeking such as salesmgr2004@provider.com.

5. Protect your reference.

If your resume contains a section with the names and contact information of your references, take it out. There's no sense in safeguarding your information while sharing private contact information of your references.

6. Keep confidential (机密的) information confidential.

Do not, under any circumstances, share your social security, driver's license, and bank account numbers or other personal information, such as race or eye color. Honest employers do not need this information with an initial application. Don't provide this even if they say they need it in order to conduct a background check. This is one of the oldest tricks in the book — don't fall for it.

1. Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it.
2. In many cases, identity theft not only causes the victims' immediate financial losses but costs them a lot to restore their reputation.
3. Identity theft is a minor offence and its harm has been somewhat overestimated.
4. It is important that your resume not stay online longer than is necessary.
5. Of the three options offered by CareerBuilder.com in Suggestion 2, the third one is apparently most strongly recommended.
6. Employers require applicants to submit very personal information on background checks.
7. Applicants are advised to use generic names for themselves and their current employers when seeking employment online.
8. Using a special email address in the job search can help prevent you from receiving _____.

9. To protect your references, you should not post online their .
10. According to the passage, identity theft is committed typically for .

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer sheet 1**. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Part 2 (Selected from 2007. 12 CET-4)

Universities Branch Out

As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and *collaborative* (合作的) research programs to advance science for the benefit of all humanity.

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer *internships* (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering

every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.

Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U. S. team.

As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet *infrastructure* (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U. S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

Most Americans recognize that universities contribute to the nation's well-being through

their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most *cherished* (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

- From the first paragraph we know that present-day universities have become _____.
 A) more popularized than ever before
 B) in-service training organizations
 C) a powerful force for global integration
 D) more and more research-oriented
- Over the past three decades, the enrollment of overseas students has increased _____.
 A) at an annual rate of 8 percent
 B) at an annual rate of 3.9 percent
 C) by 800,000
 D) by 2.5 million
- In the United States, how many of the newly hired professors in science and engineering are foreign-born?
 A) 38%. B) 10%. C) 30%. D) 20%.
- How do Yale and Harvard prepare their undergraduates for global careers?
 A) They give them chances for international study or internship.
 B) They arrange for them to participate in the Erasmus program.
 C) They offer them various courses in international politics.
 D) They organize a series of seminars on world economy.
- An example illustrating the general trend of universities' globalization is _____.
 A) Yale's establishing branch campuses throughout the world
 B) Yale's student exchange program with European institutions
 C) Yale's helping Chinese universities to launch research projects
 D) Yale's collaboration with Fudan University on genetic research
- What do we learn about Silicon Valley from the passage?
 A) It is known to be the birthplace of Microsoft Company.
 B) It was intentionally created by Stanford University.
 C) It is where the Internet infrastructure was built up.
 D) It houses many companies spun off from MIT and Harvard.
- What is said about the U. S. federal funding for research?

- A) It has increased by 3 percent.
 B) It doubled between 1998 and 2003.
 C) It has been unsteady for years.
 D) It has been more than sufficient.
8. The dramatic decline in the enrollment of foreign students in the U. S. after September 11 was caused by _____.
9. Many Americans fear that American competitiveness may be threatened by foreign students who will _____.
10. The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and _____.

Part 3 (Selected from 2008. 6 CET-4)

Media Selection for Advertisements

After determining the target audience for a product or service, advertising agencies must select the appropriate media for the advertisement. We discuss here the major types of media used in advertising. We focus our attention on seven types of advertising: television, newspapers, radio, magazines, out-of-home advertising, Internet and direct mail.

Television

Television is an attractive medium for advertising because it delivers mass audiences to advertisers. When you consider that nearly three out of four Americans have seen the game show *Who Wants to Be a Millionaire?* You can understand the power of Television to communicate with a large audience. When advertisers create a brand, for example, they want to impress consumers with the brand and its image. Television provides an ideal vehicle for this type of communication. But television is an expensive medium, and not all advertisers can afford to use it.

Television's influence on advertising is fourfold. First, narrowcasting means that television channels are seen by an increasingly narrow segment of the audience. *The Golf Channel*, for instance, is watched by people who play golf. *Home and Garden Television* is seen by those interested in household improvement projects. Thus, audiences are smaller and more *homogeneous* (具有共同特点的) than they have been in the past. Second, there is an increase in the number of Television channels available to viewers, and thus, advertisers. This has also resulted in an increase in the sheer number of advertisements to which audiences are exposed. Third, digital recording devices allow audience members more control over which commercials they watch. Fourth, control over programming is being passed from the networks to local cable operators and satellite programmers.

Newspaper

After television, the medium attracting the next largest annual ad revenue is newspapers. The *New York Times*, which reaches a national audience, accounts for \$1 billion in ad revenue

annually. It has increased its national *circulation* (发行量) by 40% and is now available for home delivery in 168 cities. Locally, newspapers are the largest advertising medium.

Newspapers are a less expensive advertising medium than television and provide a way for advertisers to communicate a longer, more detailed message to their audience than they can through 48 hours, meaning newspapers are also a quick way of getting the message out. Newspapers are often the most important form of news for a local community, and they develop a high degree of loyalty from local readers.

Radio

Advertising on radio continues to grow. Radio is often used in conjunction with outdoor billboards (广告牌) and the Internet to reach even more customers than television. Advertisers are likely to use radio because it is a less expensive medium than television, which means advertisers can afford to repeat their ads often. Internet companies are also turning to radio advertising. Radio provides a way for advertisers to communicate with audience members at all times of the day. Consumers listen to radio on their way to school or work, at work, on the way home, and in the evening hours.

Two major changes—satellite and Internet radio—will force radio advertisers to adapt their methods. Both of these radio forms allow listeners to tune in stations that are more distant than the local stations they could receive in the past. As a result, radio will increasingly attract target audiences who live many miles apart.

Magazines

Newsweeklies, women's titles, and business magazines have all seen increases in advertising because they attract the high-end market. Magazines are popular with advertisers because of the narrow market that they deliver. A broadcast medium such as network television attracts all types of audience members, but magazine audiences are more homogeneous. If you read *Sports Illustrated*, for example, you have much in common with the magazine's other readers. Advertisers see magazines as an efficient way of reaching target audience members.

Advertisers using the print media—magazines and newspapers—will need to adapt to two main changes. First, the Internet will bring larger audiences to local newspapers. These audience will be more diverse and geographically *dispersed* (分散的) than in the past. Second, advertisers will have to understand how to use an increasing number of magazines for their target audiences. Although some magazines will maintain national audiences, a large number of magazines will entertain narrower audiences.

Out-of-home advertising

Out-of-home advertising, also called place-based advertising, has become an increasingly effective way of reaching consumers, who are more active than ever before. Many consumers today do not sit at home and watch television. Using billboards, newsstands, and bus shelters for advertising is an effective way of reaching these on the go consumers. More consumers travel longer distances to and from work, which also makes out-of-home advertising effective.