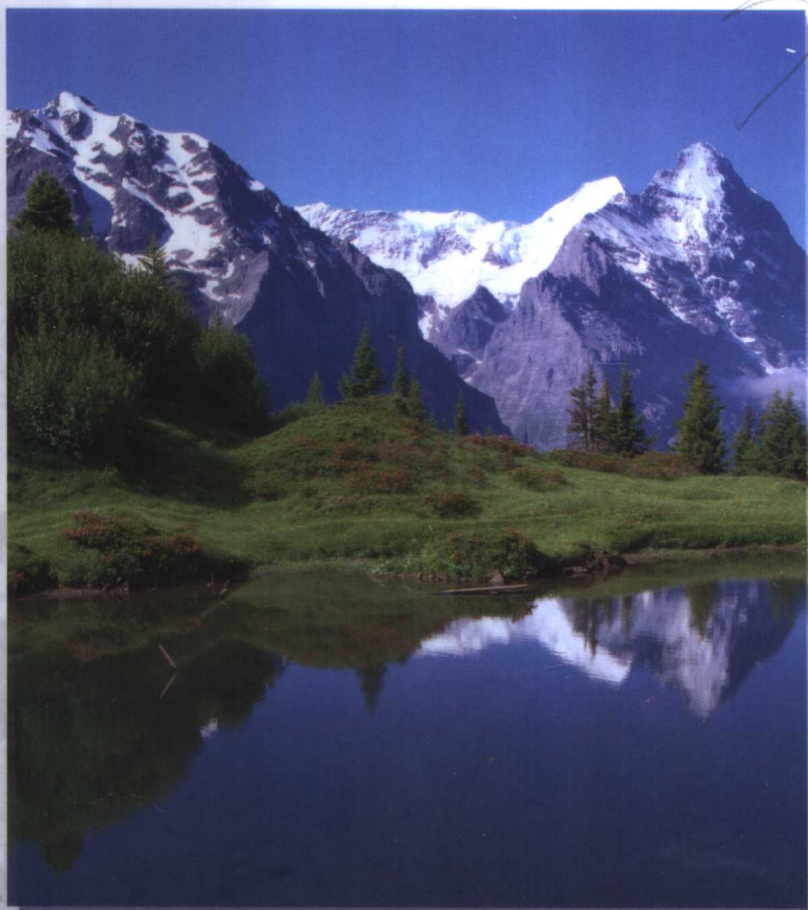




普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

*Reading Course 4
Student's Book*



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学 英语

阅读教程

(通用本)

学生用书

4

普通高等教育“十五”国家级规划教材

教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Reading Course 4
Student's Book

主编 张勇先
编者 陈丽丽 王珠英
郭庆民 王 红



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学英语

阅读教程

(通用本)

学生用书

4

图书在版编目(CIP)数据

大学英语(全新版)阅读教程(4)学生用书:通用本/张勇先主编;

—上海:上海外语教育出版社,2004

大学英语系列教材

ISBN 7-81095-105-X

I. 大… II. ①张… 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(2003)第122623号

《大学英语》系列教材(全新版)

顾问 董亚芬 杨惠中 杨治中

总主编 李荫华

编委会名单 (以姓氏笔划为序)

王秀珍 (武汉大学)	王海啸 (南京大学)
白永权 (西安交通大学)	庄智象 (上海外语教育出版社)
汪义群 (上海外语教育出版社)	李荫华 (复旦大学)
李霄翔 (东南大学)	张勇先 (中国人民大学)
郭杰克 (华南理工大学)	夏纪梅 (中山大学)
夏国佐 (复旦大学)	徐青根 (苏州大学)
黄必康 (北京大学)	崔海建 (中国科技大学)
虞苏美 (华东师范大学)	樊葳葳 (华中科技大学)
薛琛 (南开大学)	

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300(总机), 35051812(发行部)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 钱明丹

印 刷: 丹阳教育印刷厂

开 本: 787×965 1/16 印张 14.25 字数 319 千字

版 次: 2004年2月第1版 2004年2月第1次印刷

印 数: 200 000 册

书 号: ISBN 7-81095-105-X / H·041

定 价: 15.50 元

本版图书如有印装质量问题,可向本社调换

本社反盗版举报电话: 021-65366698

《大学英语》系列教材(全新版)

编写前言

1. 编写宗旨和编写过程

《大学英语》系列教材(全新版)是一套依据全新的教学理念、全新的构思、全新的素材编写而成的供大学英语教学使用的系列教材。

本教材的宗旨是:在遵循现代外语教学理念、充分运用先进信息技术的基础上,注重为学生创造自主学习环境,强调个性化学习,全面培养学生的英语综合应用能力,尤其是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。

《大学英语》系列教材自1986年的试用本问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,成为我国高校英语教学的首选教材,并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间,教材曾数度修订,分别在1992年、1997年出版了正式本和修订本,较好地满足了当时教学的需求。然而,随着新世纪的到来,世界进入了经济全球化、科学技术一体化时代,英语作为当前国际上使用最为广泛的信息载体和交流工具,其重要性越发突出。近年来,由于我国的社会和经济迅猛发展、国际交往日益频繁,国家和社会对大学英语教学,对大学生的英语综合应用能力,尤其是听说能力,提出了更高和更迫切的要求。我国的大学英语教学面临着新的挑战。大学英语教学改革必须进一步深化。另一方面,我国的外语教学环境正逐步改善,多媒体、网络等现代教育技术的发展使得大学英语教学多样化、个性化有了可能。人们纷纷探求更适合我国国情的新的教学路子。许多教师已开始利用多媒体和网络技术进行英语教学,以弥补传统的课堂教学的不足,并取得成效。基于计算机/网络+课堂教学的新型教学模式日渐形成。教材作为教改的一个重要方面,作为教学思想的一种载体,更应更新观念跟上形势,有新的作为。

正是在这种新形势下,上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下,开展了广泛而深入的调研、论证工作,并在此基础上经过精心设计,认真编写出《综合教程》和《听说教程》的样课,在复旦大学等院校部分班级试用,同时征询了二十多个省市的数百所院校的意见,历经近三年时间的准备后,编写出这套全新的系列教材,更好地服务于新世纪我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成,复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据新世纪我国大学英语课程教学要求编写,供大学英语课程的一般要求和较高要求层次的教学使用。

2) 《全新版》编写的指导方针是:立足本国,博采众长,自主编写。即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,并仔细分析、研究中国学生在英语学习过程中经常产生的问题,同时认真学习、借鉴国外的教学理论和方法,根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收,自行规划、自行设计、自行选材、自行编写。为此,本教材采用糅合中外多种教学法之长的折中主义(eclecticism)的教学法。

3) 《全新版》倡导基于计算机/网络+课堂教学的新型教学模式。在现有的大学英语课堂教学的基础上,引进多媒体和网络技术,改进英语教学环境和教学手段,应该是我们当前教改的主攻方向。但这一模式不应该是一成不变的,它应该随着各校甚至各个班级的具体情况的不同而有所不同。

基于多媒体与网络的教学软件便于学生个性化学习,有助于学生反复进行语言操练,有助于学生在网络环境下用英语进行交流,在使用过程中巩固语言知识、提高语言技能。但我们认为,将多媒体和网络技术引进大学英语教学,决不等于取消或削弱课堂教学。恰恰相反,课堂教学的任务更重了。在学时较少的情况下,教师讲课更要精炼、更要切合学生的实际需要。同时,教师应大力加强小班辅导。

我们提倡学生自主学习,即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。我们认为教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。同时,教师还应指导学生掌握正确的学习方法和学习策略。

4) 《全新版》特别加大听说教学的力度,但又保持传统教材长于读写译教学的特色。

《全新版》力求通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,全面提高学生的听、说、读、写、译的应用能力,特别是听说能力。我们认为学生的操练,特别是说、写方面的实践活动,必须以一定量的语言输入为前提。

5) 《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供学习

的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

6)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7)《全新版》的练习设计,一切从有利于学生提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如 pair work、group discussion、debate 等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

8)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的 Test Yourself 设计成四、六级考卷形式,以帮助学生有所准备。

3. 教材框架

《大学英语》系列教材(全新版)由书面教材和网络学习系统两部分组成。网络学习系统又包括网络课程、教辅资源、网上测试和管理平台四大部分。

书面教材由下列几部分组成:

综合教程(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

阅读教程(通用本)(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

阅读教程(高级本)(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

快速阅读(活页)(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

听说教程(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由16课组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有教师手册;综合、听说教程配有相应的录音磁带和多媒体教学光盘。快速阅读各册也配有多媒体光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两课。使用时,各校可根据具体情况灵活掌握。

编者
2001年3月

关于《阅读教程》(通用本)的编写和使用

1. 编写宗旨

本教程为非英语专业学生提供了较系统且题材多样化的课外阅读材料,旨在培养学生熟练地运用阅读技巧、正确理解篇章的能力,扩大学生的知识面和文化视野,增进学生的阅读理解和欣赏水平。

2. 全书框架

本教程共分6册,每册分8个单元,每单元有3篇阅读文章,共有24篇阅读文章。每单元包括以下5个部分:

1) 每篇课文前设有 Introduction,以激发学生的阅读兴趣并让他们对文章的主要内容和文化背景有初步了解。

2) 每篇课文中的生词与语言难点均采用边注形式编写,以及时扫除学生在阅读过程中的理解障碍,这样有利于学生将阅读重点放在语篇水平上的理解。

3) 每单元第一篇文章的选材紧扣《综合教程》相关单元的主题,其目的是使学生对同一题材有更多的信息“输入”,自然亦有助于学生对相关信息的“输出”。另两篇文章的主题为其他内容的题材,如:短篇故事、科普、人物传记、历史事件等,以培养学生对人文知识的兴趣,并扩大其知识面。

4) 前四册每单元第一篇文章后附有 Reading Skills,内容包括如何理解文章的中心思想,如何确定段落主题句,如何根据上下文、构词法猜测词义,如何查阅字典等,并安排了相应的练习,使学生在阅读后能马上进行操练,以达到事半功倍的效果。

5) 本教程涉及的练习形式有:多项选择题、正误判断题、英译汉练习、简短回答问题练习、词汇与定义配对选择题、思考讨论题等。每篇课文后使用了三种或四种练习形式。练习的目的旨在引导学生对课文进一步理解和对语言难点解惑释疑,进而提高学生分析、归纳的能力。

每册书后附有总词汇表,供学生查找和记忆。本书表中四级词汇后加星号表示,六级词汇后加▲表示,纲外词汇无记号。

本教程每册配有一册教师用书。

本书由中国人民大学外语学院编写,张勇先教授任主编,参加编写人员有陈丽丽、王珠英、

郭庆民、王红(以单元编写顺序为序),其中郭庆民老师在本书的整个编写过程中付出了更多的心血。澳大利亚教师 Dr. G. A. Smith 等校对了稿件。全国大学外语指导委员会主任李荫华教授对本书的编写提出了很多指导性建议,在此表示诚挚的谢意。

编者
2003年11月

CONTENTS

UNIT ONE

1. Storm Chasers Face the Powerful Forces of Nature 1
2. The Nature of Man 9
3. Dad 15

UNIT TWO

4. Intelligent Transport Systems 21
5. The Age Requirement for Teen Drivers 29
6. The Next Society 35

UNIT THREE

7. How to Take a Job Interview 42
8. Who Needs a Diploma? Why the High-tech Industry Wants Dropouts 51
9. A Path of One's Own: Three Who Transformed Their Dreams into Careers ... 60

UNIT FOUR

10. Crickets 68
11. The Lesson 77
12. The Truth About the Environment 84

UNIT FIVE

13. The Story of an Hour 94
14. Thanks, Mr. Reagan, for the Recession 102
15. The Discovery of a Father 107

UNIT SIX

16. Artificial Intelligence	115
17. The Use of Force	123
18. Warning: This Is a Rights-free Workplace	130

UNIT SEVEN

19. "I Ended Up in the Right Place"	137
20. Keeping the Net Secure	147
21. So Long to the Ugly American	154

UNIT EIGHT

22. Travels with Charley	162
23. Endless Summer	172
24. Around the World in Eighty Megabytes	179

APPENDICES

1. Glossary	185
2. Key to Comprehension Exercise I of the Texts	217

UNIT ONE

1. Storm Chasers Face the Powerful Forces of Nature

Herb Stein

Introduction

Tornadoes, violent and destructive as they are, are rare in any given area, thus increasing the difficulty meteorologists have in studying them. In the following article, the author gives a detailed account of their experience in chasing tornadoes in order to obtain scientific data for their research.

Text

Tornadoes¹ are actually rare in any given area, even in “tornado alley.” That is why storm chasers have to log² many miles in pursuit of their subject.

The window of opportunity for research is small, usually only about eight weeks a year. That is why we find ourselves taking chances on road trips even if there is only a slight chance a torna-

1. tornado / tɔ:ˈneɪdəʊ / n.

龙卷风

2. log / lɒɡ / vt. 旅行, 航行

do will occur somewhere in the region.

A classic example is our one-day road trip to Des Moines, Iowa. We left Norman, Oklahoma, at dawn to intercept storms in
10 Eastern Nebraska. As we drove north, however, the part of the storms that appeared to present the greatest risk moved eastward.

Our efforts were rewarded with one marginally³ interesting storm and a long drive home.

Our next road trip, in New Mexico and Texas, was four long
15 days. New Mexico is not an area where we usually would look for tornadoes to happen. But the high terrain⁴ in the northeast corner of the state has all the ingredients for rotating storms, known as “supercells”, which develop into the most powerful tornadoes.

A scarcity⁵ of roads and the prevalence⁶ of hills that blocked
20 our radar scans posed a challenge to our ability to intercept storms that were building.

All was for naught⁷, however, as the storm we were monitoring rotated, but did not grow into a tornado. Instead of acquiring scientific data, we got a stunning view of the beautiful storm
25 dying beneath the sun.

Two days later found us fighting trees in eastern Oklahoma, and the day seemed poised for an outbreak of tornadoes.

Luck — more than skill and experience — is a storm chaser’s best friend on days when tornadoes seem likely to occur. On days
30 that are ripe for tornado outbreaks, there may be several strong storms to choose from. Sometimes, deciding which one to pursue is just a coin toss.

In Oklahoma, as it turns out, luck was not on our side. The storm of the day was just beyond our reach.

From radar, we could see that the storm was developing into
35 a tornado only about 20 miles east of us. But it was quickly moving away.

Given the choice of roads available to us and the speeds at

3. marginally / 'mɑ:dʒɪnəli /
ad. 勉强够格地, 稍微地

4. terrain / te'reɪn / n. 地域, 地带

5. scarcity / 'skeəsəti / n.
不足, 缺乏

6. prevalence / 'prevləns /
n. 普遍

7. all for naught 徒然, 无用

which both the storm and our radar vans were moving, we could
 40 not intercept it. We had to settle instead for a **robust**⁸ supercell at
 the heels of the eastern storm. As we moved toward the western
 supercell, the storm was not building into a tornado. We tried to
 get ahead of it, but the storm caught up with us as we were driv-
 ing east, pelting us with a heavy core of rain and small **hail-**
 45 **stones**⁹.

Already **battered**¹⁰ and disappointed, we then had to drive
 through the path of damage that was left by a tornado that built
 from the eastern storm.

Once out ahead, we set up our radar trucks anticipating that
 50 the storm might produce a tornado. I got out of the truck to watch
 the swirling clouds that were approaching slowly from the west.

The base of the storm had all the features that suggested it
 would develop into a storm, including a rotating **pendulous**¹¹ cloud
 called a “wall cloud”. Joshua Wurman, who was operating the
 55 radar, alerted us that a tornado would form.

As he had predicted, a small tornado formed about a mile
 north of us. It was brief and weak, however. There was only a
 small **funnel**¹² at the cloud base, although other tornado chasers
 watching from the north of us saw a small cloud of debris beneath
 60 the funnel in a nearby field.

The storm moved east, and our pursuit resumed. Unfortu-
 nately, the only road available to us was again at the core of
 heavy rain and hail.

As we approached the storm, we had to drive through the
 65 “hook” — the part of the storm that wraps around the supercell’s
 rotating core and is usually full of rain, hail, and strong winds.
 The closer we got to the center of rotation where the tornado could
 form, the stronger the winds and the more blinding the rain be-
 came.

70 Leaves and small branches were being **ripped**¹³ from the trees
 and flew sideways. Wurman saw on radar what appeared to be a

8. **robust** / rəʊˈbʌst / *a.* 强
健的

9. **hailstone** / 'heɪlstəʊn /
n. 冰雹

10. **batter** / 'bætə / *vt.* 连续
猛击

11. **pendulous** / 'pendjʊləs /
a. 摆动的

12. **funnel** / 'fʌnl / *n.* 漏斗
(状)

13. **rip** / rɪp / *vt.* 撕, 扯

small tornado in the process of forming just a mile straight ahead in the road we were travelling on.

We pushed ahead, trying to escape the rain so we could witness¹⁴ the tornado, when suddenly the wind and debris picked up force. We heard a loud “thud”¹⁵ as something airborne hit the side of our truck.

Branches and small articles were moving horizontally across the road, and the heavy rain — also moving horizontally — whited out our view of anything outside the truck.

We stopped, and I could feel the truck being blown forward by the powerful winds. The rain was so intense it interfered with the radar signals. We measured the nearby winds, and found they were moving up to 100 miles an hour.

As our 13-ton truck rocked in the winds, it was filled with a low-frequency noise as the wind rushed across our equipment. I sat back in the seat shielding¹⁶ myself as much as possible from the window, because airborne debris can be deadly.

My mouth went completely dry as I contemplated my arrogance¹⁷ in wanting to keep driving into the teeth of the tornado.

After what seemed like an eternity¹⁸, the winds ebbed¹⁹. We saw that a telephone pole had been bent over alongside our truck.

We continued forward to the town of Stigler, Oklahoma. Its tornado sirens²⁰ were blaring²¹. The streets, littered with trees and pieces of sheet metal, were deserted. An old metal lawn chair sat upright in the middle of a road.

The withering storm had peaked²², and we had enough excitement for one day. Our hopes of acquiring “perfect data” would have to wait for another chase.

14. witness / 'wɪtnɪs / vt.
目击

15. thud / θʌd / n. 砰的一声

16. shield / ʃi:ld / vt. 保护

17. arrogance / 'ærəgəns / n. 骄傲自大

18. eternity / ɪ'tɜ:nəti / n.
无终止的一段时间

19. ebb / eb / vi. 退, 落

20. siren / 'saɪərən / n. 警报器

21. blare / bleə / vi. 吼叫

22. peak / pi:k / vt. 达到最高点

995 words

From [www. News. Nationalgeographic. com](http://www.News.Nationalgeographic.com)

COMPREHENSION EXERCISES

I. Decide on the best choice to answer or complete each of the following.

- Storm chasers have to go a long way in pursuit of tornadoes because _____.
 - there are not many tornadoes in the region where they live
 - they have to go in trucks instead of other faster-moving vehicles
 - they have no easy access to the region where tornadoes occur most often
 - tornadoes occur infrequently in any given area
- The research team failed to acquire scientific data in New Mexico because _____.
 - the northeast corner of the state is characterized by high terrain
 - they could not intercept storms that were building
 - the storm they were monitoring did not finally develop into a tornado
 - their radar went wrong at the moment when the tornado was developing
- How did the author feel about their one-day chase of the tornado in Oklahoma?
 - Excited.
 - Satisfied.
 - Disappointed.
 - Surprised.
- It can be inferred from the text that _____.
 - the author and his research team succeeded in intercepting storms
 - patience, as well as courage, is needed in tornado research
 - tornadoes are the most powerful forces of nature
 - the closer you get to the center of the tornado, the stronger the wind becomes

II. Put the following into Chinese.

- But the high terrain in the northeast corner of the state has all the ingredients for rotating storms, known as "supercells", which develop into the most powerful tornadoes.
- A scarcity of roads and the prevalence of hills that blocked our radar scans posed a challenge to our ability to intercept storms that were building.
- All was for naught, however, as the storm we were monitoring rotated, but did not grow into a tornado. Instead of acquiring scientific data, we got a stunning view of the beautiful storm dying beneath the sun.
- On days that are ripe for tornado outbreaks, there may be several strong storms to choose from. Sometimes, deciding which one to pursue is just a coin toss.

III. Questions for discussion.

1. The pioneering work of scientists, like the author and his research team in the text, is sometimes a risky venture. Why do you think these scientists should risk their lives for science's sake? Can you give more examples from the history of science?
2. The author remarks that "luck — more than skill and experience — is a storm chaser's best friend on days when tornadoes seem likely to occur". Do you think the author is serious in making this remark? What role does luck play in scientific discoveries and inventions?

Reading Skills

Identifying Transitions Between Ideas (Part I)

The most convincing ideas will move no one unless those ideas are properly connected. Coherence, the unity created between the ideas, sentences, paragraphs and sections of a piece of writing, is the product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole text. Identifying transitional devices is one way of helping readers understand paragraphs or the whole text more clearly.

There are four basic categories of formal devices for providing transitions between ideas: using transitional expressions, repeating key words and phrases, using pronoun references, and using parallel forms.

1. Using transitional expressions

These expressions include the most simple signals such as *and*, *but*, *yet*, *so*, and more complex signals that ideas are somehow connected — the conjunctive adverbs and transitional expressions such as *however*, *moreover*, *on the other hand*.

Function	Examples
To illustrate or give an example	first, for example, for instance, take ... (for example)
To add	and, also, too, then, furthermore, in addition, above all, similarly, next, finally