

大学英语阅读教程 4

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A COLLEGE ENGLISH COURSE FOR COMPREHENSION AND SPEED

哈尔滨船舶工程学院出版社

大学英语阅读教程

第四册

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前 言

大量的外语教学实践证明,大学外语教学质量的高低,其中一个十分重要的因素是能否向学生提供充足的、可读性较好的外语语言材料,采用较好的教学方法,从而有效地提高学生的阅读理解能力和口头笔头表达能力。

《大学英语阅读教程》就是从上述目的出发,根据国家教委审定的《大学英语教学大纲》和国家大学英语四、六级标准考试试题设计组制定的《考试大纲》编写而成的系列英语阅读教程。本教程共计四个分册,可分别用于大学英语 1~4 级泛读和快速阅读教学和训练。

本书为第四分册,包括 12 个单元。每单元收泛读和快读文章各 2 篇。全书泛读部分共收课文 24 篇,包括 18678 词;快读部分 24 篇,包括 10539 词。所有的阅读材料都选自近年来美国、英国、加拿大等国出版的书籍和报刊杂志,尽量避免国内各种教材中已经使用的材料。内容力求生动有趣,涉及东西方风土人情、政治、经济和科普等方面。每篇文章后面均附有多项选择阅读理解题。理解题按国家统考标准格式编排。本分册注重培养学生的篇章和段落理解能力和推断能力。

本书所收的文章全部标有词数,可供教师和学生进行阅读速度的训练。教师可根据具体教学情况从 12 个单元中选择 10 个单元进行课内教学,也可以把每个单元的两篇泛读文章在课内使用,把快读文章布置给学生在课外进行阅读,计时完成。

本书每四个单元之后收有词汇和语法结构测试题一套，每套包含 50 题，以便帮助学生复习和巩固所学的知识，进一步扩大词汇量。

本书在编写过程中得到各有关方面的大力支持，美籍专家 Keith Peterson 审阅了本书初稿，在此一并表示衷心的感谢。

由于编者水平有限，书中疏漏与不足之处在所难免，恳请读者与同仁批评指正。

编 者

序

改革开放,是我国一项长期的方针政策。在改革的时代,作为第一生产力的科学技术已经显示出了巨大的威力,并将发挥越来越大的作用。同世界各国进行更加广泛的技术经济交流与合作,迅速准确传递各种信息,并将它们造福于人类,是时代的需要。形势的发展使人们越来越清楚地认识到外语的重要性。掌握外语、攀登高峰,是时代赋予新一代的历史使命。

大学英语教学大纲明确规定:“大学英语教学的目的是,培养学生具有较强的阅读能力,一定的听和译的能力以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。”

为了达到这一教学目的,在省教委和省大学外语教学研究会关怀和支持下,我省部分高等院校英语教师把多年来教学过程中积累的丰富材料进行了精选、加工、分析、整理而编写了《大学英语阅读教程》丛书。这是一项极有意义的创造性劳动的结晶,是我省高等院校英语教师大协作的成果。

这一丛书共分四册,选材新颖,内容丰富,由浅入深,知识性强,生动有趣,并有适合学生实际水平的阅读及词汇练习。这是一套培养大学生阅读能力的教材,也是广大科技工作者提高阅读能力的良师益友。

衷心祝贺《大学英语阅读教程》的出版。完全可以相信,它的问世,必将对深入贯彻大学英语教学大纲,进一步提高全省

大学英语教学质量起到良好的作用。

刘牟尼

1992年3月8日
于哈尔滨工业大学

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UNIT 1

PART A

I . CHILDREN AND TELEVISION

1 Television has been changing the way people live for thirty years. It influences nearly every aspect of modern life: how people use leisure time, how news is reported, how information is learned and how people think and feel. Children are particularly susceptible to the effects of television because their minds are growing, developing, and learning much faster than those of adults. Whereas television could be used as an educational tool for children, more often simple, entertaining cartoons with little or no educational value are shown.

2 Social scientists, teachers, and parents are troubled by the kinds of television programs children choose to watch. These groups of people are concerned about the media's impact on young children. They are worried about the effects of televised violence on society as well as commercials for sugarcoated food. Most important, however, they feel television is one factor that causes declining math and reading scores among schoolchildren. Because of the excessive time spent watching TV, children are spending less time reading and thinking independently.

3 Indeed, youngsters are watching a lot of television—an av-

erage of nearly four hours a day and about 25 hours a week, according to an A. C. Neilsen Co. survey. The set stays on 53 hours a week in homes with preschoolers as opposed to 43 hours weekly in the average U. S. household. Upon entering kindergarten at age 5, an American child already has spent more hours viewing television than he or she would spend earning a college degree. By the child's eighteenth birthday, more time has been spent watching television than on any other single activity except sleep. The high-school graduate will have attended school for 11000 hours, but he or she will have sat for almost twice that many hours in front of the set, exposed to an estimated 35000 commercials and 18000 murders.

4 Experts are concerned about the view of the world that youngsters are learning from television. Parents, schools, and churches have traditionally been the social models and teachers for children. However, because television influences children's attitudes and behavior, its role in society is becoming increasingly more powerful—it is much more than a simple recreational activity. The medium "has changed childhood more than any other social innovation in the history of the world," declares child psychologist Robert M. Liebert, a professor at the State University of New York at Stony Brook. "For the majority of kids in this country, television is the socializing agency," according to David Pearl, who heads the behavioral sciences research branch of the National Institute of Mental Health in Bethesda, Maryland.

5 Exposure to excessive violence is another influence of television. According to several studies, televised violence may cause

children to become more aggressive. Also, because so much violence is seen by children on television, they become more used to it as the only solution to difficult situations. Children who watch a great deal of violence on television may become apathetic toward actual aggression. One study has shown that, compared to a control group, fifth-graders who watched an aggressive television broadcast were slower to ask for adult help when a fight broke out among younger children. This decreased sensitivity to human suffering is frightening, says psychologist Ronald S. Drabman. "It will lead to much more social violence," he believes.

6 Clever advertising aimed at children certainly influences them. "Exposing children to so much high-powered advertising of sugar-rich products on television puts their dental health at risk and is also, of course, a negative influence on proper nutrition," says Dr. Dale Roeck, chairman of the American Dental Association's Council on Dental Health. Another expert asserts that "almost all the products that television sells to kids are products that people who care about kids feel shouldn't be consumed in the first place."

7 Very young children don't even distinguish between commercials and programs. Is it fair to show advertising to young children? Many people think that it is not. The U. S. government has yet to control children's advertising, but Canada imposed a limited ban on commercials aimed at children. Advertisers in Canada must now aim their messages at parents and families.

8 A recent court order in the United States indicates that some restrictions on advertising for children will probably occur. The Federal Trade Commission (FTC) will decide on several key issues

based on the recommendation of the court order. The FTC must consider the following points: whether or not children between the ages of 2 and 11 can understand the difference between commercials and television, how well children can defend themselves against the persuasive techniques of commercial television advertising, and what negative effects are caused by the child's lack of ability to understand that he or she is the object of persuasive advertising. Advertising aimed at children will probably be limited in the future because so many people think it is unfair and deceptive.

9 What is the impact of youngsters's spending more time watching television than attending school, playing outside, or painting a picture? The consequences of habitual television viewing seem more apparent in young children. Nursery school teachers often find that today's youngsters come to class accustomed to being entertained by the television set. There are reports of children who resist learning to cut with scissors, run around the classroom aimlessly, and exhibit limited attention spans, low tolerance for frustration, and a lack of creative imagination.

10 Instructors at Horace Mann nursery school in New York noticed definite improvements in pupils' attitudes and behavior, including a decrease in their fighting, after the instructors asked parents to limit the youngsters, viewing to one hour daily. Educational experts also believe that parents could help by discussing both the good and bad aspects of television with their children and by helping them to select beneficial programs.

From Between The Lines

927 words

NEW WORDS

1. cartoon *n.* 动画片
2. violence *n.* 暴力
3. televise *v.* to send by television 电视广播
4. sugarcoat *v.* to cover with sugar 给... 加上糖衣
5. commercial *n.* a radio or television advertisement 广播(电视)广告
6. stay *v.* to last out 持续
7. innovation *n.* bringing in new methods 改革; 革新
8. agency *n.* the business of office of an agent 经销处; 代销处
9. apathetic *adj.* lacking in feeling 冷淡的
10. nutrition *n.* the process by which food is absorbed into the body 营养的摄取
11. assert *v.* to declare 断言
12. ban *n.* the forbidding of an act 禁令
13. persuasive *adj.* able to persuade 能劝诱的; 能说服的
14. deceptive *adj.* giving a false impression 欺骗的
15. frustration *n.* disappointment 受挫; 失望

COMPREHENSTON

1. We can learn from paragraph 1 that _____.

- A) television affects people's life
 - B) television is very important
 - C) children like watching television
 - D) children are educated by television
2. School children are poor in their lessons because of _____.
 A) their spending too much time watching television
 B) their parents giving them troubles
 C) poor television programs influencing them
 D) their disliking reading rather than watching TV
3. According to paragraph 3, children often sit for _____ a week in front of the television set in average.
 A) 43 hours C) 25 hours
 B) 53 hours D) 4 hours
4. According to Robert M. Liebert, _____.
 A) television has changed childhood more than any other social innovation in the history of the world
 B) for the majority of kids in this country, television is the socializing agency
 C) television will lead to much more social violence
 D) television advertising programs puts children's dental health at risk
5. Why is television more than just a recreational activity for children?
 A) Because television causes children to become more attacking.
 B) Because television influences children's attitudes while their minds are growing.
 C) Because children can distinguish between commercials and