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大学英语阅读高手

第4册

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大学英语 阅读高手

第4册

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Preface

序

· 大学英语阅读高手 ·

在当代社会,阅读是我们每一个人在学习、生活和工作中最为基本的一项技能。我们接受外界的知识和信息,处理日常生活中的各种问题,在很大程度上需要阅读文字材料,从中获取自己所需的东西。学习英语,阅读历来就是一项必不可少的重要途径,这既是提高学习者语言综合能力的手段,也是学习语言的重要目的之一。无论在国内,还是在海外,阅读理解一直是衡量外语水平的重要标准。美国的 TOEFL、GRE,英国的雅思,国内的中考、高考、PETS,大学英语四、六级考试,英语专业四、八级考试,阅读理解都是必测项目,而且所占得分比重很大。阅读理解对我们每个人来说,其作用自古至今都不容置疑。

长期以来,阅读教学一直是我国外语教学中的重要环节,教师们期望以读带动听、说、写、译等四种能力的提高。几年前,我应一家外语杂志的邀请,开辟了“蔡博士专栏”,定期撰写这方面的文章,通过实例来探讨这个课题,以求解决英语学习者的困惑。后来因工作过于繁忙,虽只坚持了两年多,但收获还是很大的,而且这个栏目受到了广大师生的好评,在社会上也产生了较大的反响。这虽是一种尝试,但值得继续深入探究,为后来者提供参考与借鉴。

2004 年初,教育部颁布了《大学英语课程教学要求(试行)》,进一步明确了大学英语的教学目标是“培养学生的英语综合应用能力”,注重“英语语言知识与应用技能、学习策略”,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,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。该要求虽然提升了听说在日常教学中的地位,但对阅读理解能力的重要性丝毫没有减弱。它将大学阶段的英语教学要求分为三个层次:一般要求、较高要求和更高要求,每个层次都对学生的英语阅读能力提出了具体而明确的要求。在一般要求层次中规定,“在阅读篇幅较长、难度略大的材料时,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,理解重要事实和有关细节。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”。

但在日常教学中,要做到《大学英语课程教学要求(试行)》规定的各项要求,还有很大的差距,况且中国这么大,各地的生源差别又十分明显。我们的大学英语教学,由于条件和课时的限制,课堂教学偏重精讲多练,阅读量远远不够,学生们普遍反映阅读能力和词汇量很难提高。我想,这与大学英语的自身发展过程中存在的问题有很大关系。当前大学英语教学过于功利和教条,在较大程度上受四、六级统考所左右,教学理论多从欧美照搬照抄,方法时旧时新,西方的洋东西没有较好地融于本土,忘记了“中学为体,西方为用”的祖训。一些教师更偏向口语能力的训练,错误地认为只有听说才是语言交际的唯一途径,忽略了阅读在非母语语境中的应有地位。其实,读写在第二语言学习中扮演着十分重要的交际角色。在日常教学中,不少人把阅读与应试等同起来,一些老师不去想方设法扩大学生的阅读量与提高学生阅读兴趣和阅读方法,而是片面追求阅读在考试中的得分,因而把阅读课当成应试课来上,使学生对阅读、甚至对大学英语教学产生厌倦或恐惧,其结局就可想而知了。

当今,市场上的阅读书籍五花八门,多不胜数,但应试书过多,而适合各种层次各个学段的学生阅读的书则太少,教师对学生课外阅读抓得不紧,学生喜爱的读物又很难弄到,这无疑对学生学习英语不利。试想,从小学到大学,光那几本教材就能学好英语?加上在校园里还是在校园外,能经常运用英语的机会十分有限,大学毕业过不了几年就交还给老师了。因此,我认为,没有必要规定所有学生都要学习外语,更没有必要让所有学生学习英语。许多非通用语种学了以后或许对学生将来的事业更有益处。所有这些,都值得我们深思,都急待我们去解决。

应苏州大学出版社的盛情邀请,我和田穗文教授根据多年教学心得和新课程要求,组织了一些高校大学英语骨干教师一起探究阅读教学,结合我们教学的实际需要,费时费力,编写了这套阅读课本,但愿能给各位同学带来一些裨益,并盼老师和同学不吝赐教。

蔡昌卓

2007年6月13日于山水甲天下的桂林

Contents

目 录

· 大学英语阅读高手 ·

○ Unit 1

Part I	Reading Comprehension (Skimming and Scanning)	(1)
Part II	Reading Comprehension (Reading in Depth)	(6)
Section A		(6)
Section B		(7)

○ Unit 2

Part I	Reading Comprehension (Skimming and Scanning)	(12)
Part II	Reading Comprehension (Reading in Depth)	(17)
Section A		(17)
Section B		(18)

○ Unit 3

Part I	Reading Comprehension (Skimming and Scanning)	(22)
Part II	Reading Comprehension (Reading in Depth)	(26)
Section A		(26)
Section B		(27)
Section C		(29)



○ Unit 4

Part I	Reading Comprehension (Skimming and Scanning)	(32)
Part II	Reading Comprehension (Reading in Depth)	(37)
	Section A	(37)
	Section B	(38)
	Section C	(40)

○ Unit 5

Part I	Reading Comprehension (Skimming and Scanning)	(43)
Part II	Reading Comprehension (Reading in Depth)	(48)
	Section A	(48)
	Section B	(49)

○ Unit 6

Part I	Reading Comprehension (Skimming and Scanning)	(54)
Part II	Reading Comprehension (Reading in Depth)	(58)
	Section A	(58)
	Section B	(59)

○ Unit 7

Part I	Reading Comprehension (Skimming and Scanning)	(64)
Part II	Reading Comprehension (Reading in Depth)	(69)
	Section A	(69)
	Section B	(70)

○ Unit 8

Part I	Reading Comprehension (Skimming and Scanning)	(75)
Part II	Reading Comprehension (Reading in Depth)	(80)
	Section A	(80)



Section B	(81)
Section C	(84)

○ Unit 9

Part I Reading Comprehension (Skimming and Scanning)	(86)
Part II Reading Comprehension (Reading in Depth)	(91)
Section A	(91)
Section B	(92)
Section C	(94)

○ Unit 10

Part I Reading Comprehension (Skimming and Scanning)	(97)
Part II Reading Comprehension (Reading in Depth)	(102)
Section A	(102)
Section B	(103)

○ Unit 11

Part I Reading Comprehension (Skimming and Scanning)	(109)
Part II Reading Comprehension (Reading in Depth)	(114)
Section A	(114)
Section B	(115)
Section C	(117)

○ Unit 12

Part I Reading Comprehension (Skimming and Scanning)	(120)
Part II Reading Comprehension (Reading in Depth)	(125)
Section A	(125)
Section B	(126)
Section C	(128)



○ Unit 13

Part I	Reading Comprehension (Skimming and Scanning)	.....	(131)
Part II	Reading Comprehension (Reading in Depth)	.....	(136)
	Section A	.....	(136)
	Section B	.....	(137)

○ Unit 14

Part I	Reading Comprehension (Skimming and Scanning)	.....	(142)
Part II	Reading Comprehension (Reading in Depth)	.....	(147)
	Section A	.....	(147)
	Section B	.....	(148)

○ Unit 15

Part I	Reading Comprehension (Skimming and Scanning)	.....	(153)
Part II	Reading Comprehension (Reading in Depth)	.....	(158)
	Section A	.....	(158)
	Section B	.....	(159)
	Section C	.....	(161)
答案与解析			(163)

Unit 1

Part I Reading Comprehension (Skimming and Scanning)(15 minutes)

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

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.

Save the Children

Responding swiftly to emergencies

Save the Children has been at the forefront in protecting children caught up in emergency situations over the past year.

We have responded in different ways depending in specific circumstances. In Ethiopia, Zimbabwe and Angola we distributed food aid. In Liberia and Iran we provided essential medical supplies, shelter materials, clothes and blankets to displaced people and those who had lost their homes.



We demobilized children who had been caught up with armed forces in Colombia and the Democratic Republic of Congo, and helped them reintegrate into their communities. We provided drugs, equipment and training to get health clinics and schools running in Afghanistan.

As well as responding to emergencies, we also carried out field research in order to predict and prevent food crisis. Our “household economy approach” gathers information on people’s ability to produce and access food. We play a key role in predicting the food crisis in southern Africa that began in 2001. We helped bring the impending crisis to the world’s attention so that a major disaster was prevented.

Promoting health, education and care

Save the Children constantly strives to ensure that children are looked after and get the services they need to survive and develop, like healthcare and school.

Millions of children don’t get basic healthcare, often because poor families cannot afford to pay medical fees. In Burundi and Liberia, as the examples opposite show, we have lobbied successfully against charging full costs for basic medical care.

Through our program experience and lobbying work, we have raised the profile of the 14 million children orphaned by AIDS. In South Africa and other countries we are campaigning to push for orphans to be cared for in their families and communities rather than in orphanages and other institutions.

More than 100 million children do not go to primary school, and a further 150 million don’t finish their primary education. A combination of poverty and discrimination means that certain children are particularly likely to miss out—girls, disabled children and children from minority ethnic communities.

Increasing access and improving quality are the principles that underlie our work. Through our education projects and our work with governments and international donors we are getting more children into school and

improving the quality of education on offer by supplying books and equipment, and training teachers.

In Yunnan province in Southwest China, for example, we run a project in partnership with the provincial education authority, which helps children from poor families go to school.

Although primary education is officially free in China, many children don't complete primary school because their parents find it difficult to pay for books and other equipment. The Yunnan Minority Basic Education project helps schools set up income-generation schemes so that they can reduce the fees poor families have to pay. Schools have started pig-rearing, fish farms and tea plantations. Producing food means schools can also improve the quality of school meals.

Demanding greater investment in children

Save the Children has lobbied for more investment in services that benefit children and for economic policies that reduce child poverty. We have influenced a number of the long-term plans to reduce poverty, which the World Bank requires governments to produce. In Vietnam, Honduras and Lesotho we have arranged for children to take part in the consultations on these plans so that they can directly raise issues that concern them. In Vietnam the problems migrant children face in accessing basic healthcare and education are now being addressed.

More than 60,000 people signed our Beat Poverty petition, calling on UK Prime Minister, Tony Blair, to take action on global poverty. He has since launched the Commission for Africa, which is due to make a "comprehensive assessment" of the key issues facing Africa today. We are also campaigning for the commitment made by the Government in 1970 to spend 0.7 percent of national income on overseas aid.

We recognize that in order to influence economic policies it is vital to have solid evidence. Our Young Lives project is following the lives of 80,000 children from birth until age 15 in four countries — Ethiopia, India, Vietnam and Peru — to show the impact of poverty and economic policies on



children. We have also established the Childhood Poverty Research and Policy Centre in collaboration with academic partners in China, India, Kyrgyzstan, Mongolia and the UK in order to develop knowledge, policy and action on childhood poverty.

Our research had also found that in Britain 1 million British children — one child in 12 — live in severe and persistent poverty. The research shows that they are more likely to be bullied at school and to live in areas with problems such as vandalism, anti-social neighbors and poor street lighting. They are much less likely to take part in their communities, missing out on things like play facilities, hobbies, and after-school and youth clubs.

Following publication of our research a parliamentary select committee took up many of our recommendation in its report on child poverty in the UK. It called for the immediate development of policy initiatives to assist children in severe and persistent poverty, and for the Government to measure their progress.

In our direct work with children and young people we are working with those who are most excluded from their communities and society overall. Our project Right Connection Scotland, for example, works with children from disadvantaged communities to encourage them to take part in their community. One scheme is for boys aged 13–16 in Royston, Glasgow, an area that has seen major physical regeneration, but where drugs, alcohol and gang fighting remain part of some young people's lives.

Along with Royston Youth Action, we set up a group where the boys can talk about their problems and what they want to do. We have encouraged them to take an interest in their community.

“When I don't come here there's nothing to do except hang around on the streets with my friends,” says TB, aged 13. As well as learning about safety and sexual health, and building better relationships with the police, the group has painted a mural of their local area. “Royston's a good place. It's where all my family and friends live. Some parts are a bit of a dump. People that don't live in Royston think it's a bad place, but our mural's got all the



best bits," says TB.

1. The passage gives a general description of what Save the Children has done over the past year. ()
2. Save the Children provided necessary supplies to refugees and those who had lost their homes in Liberia and Iran. ()
3. Most of children especially in Burundi and Liberia can't get basic healthcare because of a combination of poverty and discrimination. ()
4. In some countries, Save the Children is trying to get orphans to be cared for in their families and communities rather than in orphanages and other institutions. ()
5. Save the Children is getting more children into school and improving the quality of education by the organization itself. ()
6. Although primary education is officially free in China, many parents cannot afford the fees they have to pay in Yunnan province. ()
7. Save the Children has lobbied for more investment in services that benefit children in Southwest China. ()
8. More than 60,000 people signed the Beat Poverty petition to appeal to Tony Blair for _____.
9. A research in Britain shows that _____ lives in severe and persistent poverty.
10. Save the Children set up a group to encourage the boys from disadvantaged communities to _____.



Part II Reading Comprehension

(Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please choose the corresponding letter for each item. You may not use any of the words in the bank more than once.

Welcome to Oxford

You have already made two good decision—firstly 1 to Oxford and secondly buying this map.

Oxford is 2 recognized as the “City of Dreaming Spires” and is 3 in history and tradition. Renowned as a centre of learning, many of the world’s leading public figures in politics, music, science and literature, all began as scholars of the city’s University.

Many of the 39 colleges that 4 up the university are in close proximity to the city centre, however only a few are 5 regularly to visitors, but use this map to guide you around the various back streets and you will at least be 6 to marvel at the wondrous architecture, each college has to offer.

The river Isis meanders through the centre of Oxford and in the summer months it is well worth 7 a punt to cruise along the river. Stop off and enjoy a cool, refreshing drink at one of the many pubs along the way and

then end with a gentle stroll through the lush meadows, away from the hustle and bustle of the city centre. However, if you have come to Oxford for some retail therapy, then you won't be disappointed! As well as all the familiar high street names, Oxford also 8 an abundance of individual shops selling everything from top designer names to weird and wonderful gadgets! Don't miss The Covered Market, full of individual traders or a short walk out to Little Clarendon Street to discover an array of 9, bars and brilliant boutiques!

Whatever your reason for visiting, we hope you have a 10 time in this vibrant, cosmopolitan city that offers so much to see and do all year round.

- | | | |
|------------------|--------------------|------------|
| A) coming | F) internationally | K) steeped |
| B) make | G) open | L) able |
| C) hiring | H) offers | M) cafés |
| D) wonderful | I) considerate | N) miss |
| E) communication | J) numerously | O) tourist |

Section B

Directions: There are two passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.

Passage One

Questions 1 to 5 are based on the following passage.

Find a job in the UK with the help of Graduate Prospects. We do everything we can to help graduates find a job that suits their particular skills and experience, and offer everything from professional career advice and CV writing help to interview advice and application tips. And to make our help and advice even more accessible for you, we can also send you details of jobs



that meet your requirements by text or e-mail.

Simply select the types of job you're interested in and the locations in which you'd like to work, and we'll use our job search engine to deliver relevant job vacancies direct to your inbox or mobile phone. This lets you know about job opportunities as soon as they become available, so you can get your application in as quickly as possible and stay one step ahead of the competition.

Trying to find a job in the UK can be difficult no matter how well-qualified you are. Registering for a free My Prospects account gives you access to a host of benefits and services that can really help you out if you're trying to find a job. As well as our Find a Job by Text or E-mail service, our other services include:

- * CV Writing Surgery—Have your CV reviewed by our team of professional career consultants.
- * Complete Prospects Planner—Create a personal profile and find jobs that suit your skill set.
- * E-mail a Careers Consultant—Get personalized careers advice from a careers expert via e-mail.

Our Job Search Engine is another valuable resource for graduates trying to find a job in the UK. We have a large database of graduates jobs available covering all kinds of job sectors and industries, and our job search engine makes it easy for you to find a job that suits your skills and experience. You can search through the jobs by area, job category or a combination of the two, and every job vacancy has full details on how to apply, what qualifications and experience are needed, and contact details for more information.

1. Which of the following statements is NOT true according to this passage?
 - A) Graduate Prospects can try all their best to help graduates find a job.
 - B) Graduate Prospects will offer everything from professional career advice.