

大学英语 阅读与欣赏 第4册

COLLEGE ENGLISH
READING AND ENJOYING

葛纪红 主 编

朱慧敏 总主编

王令坤 主 审



中国农业出版社

大学英语阅读与欣赏

College English Reading and Enjoying

(第 4 册)

葛纪红 主 编

朱慧敏 总主编

王令坤 主 审



中国农业出版社

图书在版编目 (CIP) 数据

大学英语阅读与欣赏. 第4册/葛纪红主编. —北京:
中国农业出版社, 2005. 8
ISBN 7-109-10012-X

I. 大... II. 葛... III. 英语-阅读教学-高等学校-
教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字 (2005) 第 085635 号

中国农业出版社出版

(北京市朝阳区农展馆北路2号)

(邮政编码 100026)

出版人: 傅玉祥

责任编辑 宋会兵

中国农业出版社印刷厂印刷 新华书店北京发行所发行

2005年8月第1版 2006年7月北京第2次印刷

开本: 787mm×960mm 1/16 印张: 13.5

字数: 220千字 印数: 5 001~8 200册

定价: 18.00元

(凡本版图书出现印刷、装订错误, 请向出版社发行部调换)

总 主 编 朱慧敏

主 审 王令坤

本册主编 葛纪红

编 委 常留英 周 琨 张雪琴

前言

阅读是获取信息的重要手段，大学英语的最主要目标之一就是培养学生“具有较强的阅读能力”。为了帮助学生切实有效地达到这一目的，必须有大量的语言输入(input)。因此，《大学英语阅读与欣赏》便应运而生。本书是以国家教育部颁发的《大学英语教学基本要求》为依据，参照大学英语四级考试大纲，为帮助学生有效地掌握各项阅读微技能及基本要求规定的阅读速度等有关指标而专门设计、编著的。主要供普通高等院校非英语专业的本专科生、研究生及其他英语学习者在课外使用。

本书所提供的阅读素材题材广泛，体裁多样，内容新颖，具有较强的科学性和一定的趣味性，可读性强，力求使读者在提高阅读水平的同时，获得一定的科学知识及文化背景知识。本书旨在通过多种形式的大量阅读练习帮助学生提高阅读能力和阅读速度，克服背景知识贫乏、词汇量少等问题，帮助学生复习和巩固已掌握的学习技能，提高学生实际应用英语的能力，达到规定的教学要求。

本书共分4册，每册18个单元，每个单元含5篇长短不一、内容各异的文章。考虑到大学英语教学既要对学生进行素质教育，又要帮助他们通过CET考试，因此，本书在练习上采用了CET的题型，以兼顾到各方面的需要。练习形式包括综合填空、多项选择、英译汉、判断与简短回答问题。

本套系列阅读练习已在江苏科技大学等高校试用多年，应广大读者的要求，现已正式出版。本书由江苏科技大学外国语学院具有多年大学英语教学经验的教师所编写，由

朱慧敏担任总主编，由王令坤教授主审。参加本书编著工作的教师有：

第一册主编：王建忠，编委：王栋，朱红英；

第二册主编：万石建，编委：华小培，诸培英，张荣梅；

第三册主编：朱俊松，编委：蒋培玲，秦涛，张红岩；

第四册主编：葛纪红，编委：常留英，周琨，张雪琴。

本书在编写和出版过程中得到了江苏科技大学有关领导、江苏科技大学教材科、中国农业出版社等单位和个人的大力支持，在此一并致谢。本书在有关文献中选用了部分材料，谨向这些文献的作者致以崇高的谢意。

由于编者水平有限，书中若有疏漏及不妥之处，恳请读者提出批评与宝贵意见。

编 者

2005年5月

目 录

前言

Unit 1	1
Unit 2	14
Unit 3	24
Unit 4	34
Unit 5	43
Unit 6	55
Unit 7	64
Unit 8	73
Unit 9	83
Unit 10	93
Unit 11	103
Unit 12	111
Unit 13	122
Unit 14	136
Unit 15	150
Unit 16	164
Unit 17	178
Unit 18	194
参考书目	209

Unit 1

Passage 1

Parents foster all facets of their child's growth. Nourishing, protecting, guiding new life through the course of development—these are the tasks of a parent. Parents tend to have different ways to fulfill their tasks. Diana Baumrind, a child study expert, has conducted careful research on the effects of parents' childrearing practices on children's behavior. The findings suggest that parents who are accepting and who also provide structure and limits have the most competent children. Baumrind identified three patterns of childrearing: (1) authoritative, (2) authoritarian, and (3) permissive.

Authoritative parents exercise firm control of the child's behavior but also emphasize the independence and individuality in the child. Although the parents have a clear notion of present and future standards of behavior for the child, they are rational, flexible, and attentive to the needs and preferences of the child. Authoritative parents balance what they offer with what they demand.

They balance high control with high independence-granting, high standards for maturity with much support and nurturance. Their children are self-reliant and self-confident and explore their worlds with excitement and pleasure.

Authoritarian parents employ a similar firm control, but use it in an arbitrary way without regard for the child's individuality. They emphasize control, without nurturance or support to achieve it.

Authoritarian parents, who value obedience as a virtue, and believe in restricting the child's autonomy, do not encourage verbal give and take. They believe that the child should accept the parents' words for what is right. Children of authoritarian parents, relative to other groups of children, are unhappy, withdrawn, inhibited, and distrustful.

Permissive parents set few limits on the child. They are accepting of the child's impulses, giving as much freedom as is possible while still maintaining physical safety. They appear cool and uninvolved. Permissive parents sometimes allow behavior that angers them, but they do not feel comfortable enough with their own anger to express it. As a result, the anger builds up to an unmanageable level. They then lash out and are likely to hurt the child more than they want to. Their children are the least independent and self-controlled and could be best classified as immature.

It can be easily seen that the authoritative pattern is more closely related to greater competence in children than either the authoritarian or the permissive pattern. Children of authoritative parents are more likely to become responsible, competent adults who are appropriately controlled and happy. Children growing up with the other two types of parents tend to be impulsive, moody adults who find it difficult to control aggression.

Answer or complete each of the following questions or sentences with the best choice:

1. Diana Baumrind has conducted research on _____.
 - A. children's behavior
 - B. parents' behavior
 - C. the effects on parents' childrearing practices
 - D. the effects of parents' childrearing practices on children's behavior
2. Baumrind identified three patterns of childrearing as follows except _____.
 - A. authoritative
 - B. authoritarian
 - C. impulsive
 - D. permissive

3. Authoritative parents tend to _____.
 - A. have no control of their children
 - B. have no clear notion of standards of behavior for the child
 - C. emphasize the independence and individuality in the child
 - D. ignore the needs and preferences of the child
4. Children growing up with authoritative parents are likely to be _____.
 - A. self-centered
 - B. self-reliant
 - C. self-confident
 - D. both B and C
5. Authoritarian parents usually _____.
 - A. exercise firm control without regard for the child's individuality
 - B. encourage verbal give and take
 - C. ask children for their opinions
 - D. nurture and support the child to achieve self-control
6. Children with authoritarian parents are likely to be _____.
 - A. active
 - B. independent
 - C. withdrawn
 - D. impulsive
7. Permissive parents tend to _____.
 - A. set many limits on the child
 - B. give too much freedom to the child
 - C. punish the child's every impulsive behavior
 - D. never hurt the child
8. Children brought up by permissive parents are always classified as _____.
 - A. immature
 - B. independent
 - C. self-controlled
 - D. unhappy

Passage 2

Cohousing Neighborhoods—Some people call them a return to the best of small-town communities. Others say they are like a traditional village or the close-knit neighborhood where they grew up, while futurists call them an altogether new response to social, economic and environmental challenges of the 21st century. Each

holds a piece of the truth. Cohousing is a concept that came to North America in 1988 from Denmark where it emerged over 25 years ago. It describes neighborhoods that combine the autonomy of private dwellings with the advantages of shared resources and community living.

Residents usually own their individual homes, which are collected around a “common house” with shared facilities. These facilities may include a kitchen and dining room, a children’s playroom, workshops, guest rooms, an arts and crafts area, a laundry and more. Each home is self-sufficient with a complete kitchen, but resident-cooked dinners are often available at the common house for those who wish to participate. In some communities participants will join a cooking team once or twice a month—then sit and enjoy meals cooked by fellow residents the remaining evenings of that month.

Cohousing residents participate in the planning, design, ongoing management and maintenance of their community, meeting frequently to address each of these processes. Cohousing neighborhoods tend to offer environmentally sensitive design. They typically range from 10 to 35 households emphasizing a multi-generational mix of singles, couples, families with children, and elders.

In North America there have been over 40 communities completed since 1991 and another 130 plus in various stages of development. The level of social interaction and shared resources varies among communities. A cohousing development seems limited only by the imagination, desire and resources of the group of people who are actively creating their own neighborhood. Cohousing groups are based on democratic principles that support no ideology other than the desire for a more practical and social home environment.

Cohousing provides personal privacy combined with the benefits of living in a community where people know and interact with their

neighbors. It's about living in a way that's responsive to a world that has changed dramatically in the last fifty years—a world in which home life has changed, women are integral in the labor force, resource limitations and environmental concerns are on the rise, and many people feel overextended. Cohousing offers hope in our often dissociated society. By means of cohousing, we can build a better place to live in, a place where we know our neighbors, a place where we can enjoy a rich sense of community and contribute to a more sustainable world.

Decide whether the statements are true or false:

- () 1. Cohousing neighborhoods are just traditional villages where many people live together.
- () 2. This concept of cohousing recently appeared in North America according to the passage.
- () 3. There are many facilities in the common house to be shared by the residents.
- () 4. A member of a cooking team needs only to cook one or two meals a month.
- () 5. Cohousing neighborhoods design their own environment.
- () 6. People's imagination, desire and resources will limit a cohousing development.
- () 7. In modern society, people often feel detached from each other.
- () 8. Through cohousing, people can get to know their neighbors well and share everything together.

Passage 3

In the Caucasus region of the Soviet Union, nearly 50 out of every 100 000 people live to celebrate their 100th birthday, and many don't stop at 100! By comparison, in America only 3 people in 100 000 reach 100. But these Soviet old people aren't alone. The Pakistani Hunzas, who live high in the Himalaya Mountains, and the

Vilcabambans of the Andes Mountains in Ecuador seem to share the secret of long life too.

These peoples remain healthy in body and spirit despite the passage of time. While many older persons in industrial societies become weak and ill in their 60s and 70s, some Soviet Georgians, aged 110 to 140, work in the fields beside their great-great-grandchildren. Even the idea of aging is foreign to them. When asked, "at what age does youth end?" most of these old people had no answer. Several replied, "Well, perhaps at age 80." The very youngest estimate was age 60.

What accounts for this ability to survive to such old age, and to survive so well? First of all, hard physical work is a way of life for all of these long-lived peoples. They begin their long days of physical labour as children and never seem to stop. For example, Mr. Rustam Mamedov is 142 years of age. He remembers his life experiences: the Crimean War of 1854; the Turkish War of 1878; the Bolshevik Revolution in 1917. His wife is 116 years old. They have been married for 90 years. Mr. Mamedov has no intentions of retiring from his life as a farmer. "Why? What else would I do?" he asks. Oh, he's slowed down a bit. Now he might quit for the day after 6 hours in the field instead of 10.

All these people get healthful rewards from the environment in which they work. They all come from mountainous regions. They live and work at elevations of 5 000 to 12 000 feet (1 660 to 4 000 metres) above sea level. The air has less oxygen and is pollution-free. This reduced oxygen environment makes the heart and blood vessel system stronger.

Another factor that may contribute to the good health of these people is their isolation. To a great extent, they are separated from the pressures and worried of industrial society.

Inherited factors also play some role. Most of the longest-lived

peoples had parents and grandparents who also reached very old ages. Good family genes may, therefore, be one factor in living longer.

Finally, although these three groups don't eat exactly the same foods, their diets are similar. The Hunzas, Vilcabambans, and Soviets eat little animal meat. Their diets are full of fresh fruits, vegetables, nuts, grains, cheese, and milk. They never eat more food than their bodies need.

It is clear that isolation from urban pressures and pollution, clean mountain air, daily hard work, moderate diets, good genes, and a youthful approach to life all contribute to the health and remarkable long life of all these people.

Answer or complete each of the following questions or sentences with the best choice:

1. What is the main idea of this article?
 - A. Mr. Mamedov's life.
 - B. A description of several societies where people live a long life.
 - C. Factors contributing to the health and long life of people.
 - D. People in the world enjoying a longer life.
2. The first paragraph _____.
 - A. introduces the subject of this article
 - B. tells why Americans don't live as long as other people
 - C. tells you some secrets about the Hunzas
 - D. shows only people in the Caucasus region enjoys a long life
3. "The idea of aging is foreign to them" implies that _____.
 - A. they don't care much about their age
 - B. they would rather not tell their age
 - C. they won't say anything about their age until they are asked to
 - D. the idea of whether they are getting old has never occurred to them
4. The description of Mr. Mamedov _____.
 - A. implies his intention of retiring from his life as a farmer
 - B. shows how he has survived the wars
 - C. is an example of a typical long life among these people

- D. tells of the importance of doing hard physical work
5. What's the author's view of "isolation"?
- A. It makes people healthy, wealthy and gay.
 - B. It is one of the factors that contributes to one's long life.
 - C. It separates people from urban pressures and worries.
 - D. It is only found in mountainous regions.
6. According to the author, which of the following is true?
- A. Separation from the pressures and worries of industrial society is indispensable.
 - B. Good family genes form the major factor in living longer.
 - C. Food and diet is the only factor that makes people strong and healthy.
 - D. A long span of life is believed to be a multifactor matter.
7. From this article we can conclude that contribute (s) to the remarkable long life of these people.
- A. moderate diets
 - B. clean mountain air
 - C. daily hard work
 - D. all the above factors
8. How do you think the author feels about these long-lived people?
- A. He is much impressed with them.
 - B. He doesn't care a bit about them.
 - C. Most probably he doesn't like them.
 - D. He hopes that they will live a still longer life.

Passage 4

In Europe and Asia the first "medium of exchange" or "standard of value" was not gold or silver, but cattle (the Spanish words relating to cattle, *pecuario*, and to money, *pecuniario*, both have the same root). In other parts of the world, however, such different commodities as salt, shells, stones and cocoa beans were all used as "money". They all offered advantages over the barter system (the direct exchange of goods), but none of them was perfect. Some were too heavy, some could not be divided into small enough parts (how much of a cow would you need to buy a piece of cheese?), some were

not permanent enough. The solution was money as we know it, that is, money in the form of coins.

The invention of coins appears to have occurred almost simultaneously but quite independently in ancient Greece and in China in about 700 B. C. The reason why historians believe the development was independent is because of the notable differences in the two systems.

In Greece, a natural alloy of gold and silver called "electrum" occurred in rivers in nugget form. The first coins were taken out of these nuggets with a tool called a punch. In order to distinguish these coins from gold ornaments, a design, or "type", to use the technical numismatic (钱币学) expression, was added on one side. At first, these types were very simple: flowers, squares or, in the case of the city of Phocaea, a seal (seal = *foca* in Spanish). Meanwhile, in another part of Greece, circular silver coins were made, and these quickly became more common everywhere in Greece than the electrum ones. Soon, inscriptions appeared, the first known one being "I am the sign of Phanes", from Halicarnassus around 600 B. C. About 200 years later, the first portraits of rulers appeared on coins.

The first money to appear in China was very different. Firstly, it was made of bronze. More notably, it was not circular, but in the shape of a knife! The knife had a hole pierced in the handle so that it could be suspended (for example, from a string), and, like some Greek coins, it generally bore an inscription. Other shapes included keys or spades, but what they had in common was the pierced hole. It was probably around 250 B. C. that the first Chinese money we would recognize as coins appeared, and, subsequently, the famous Ming mint produced a round coin with a square hole in it. This particular coin bore the inscription, "Knife of Ming", but later the knife itself disappeared. It was from this

coin that the famous “cash” developed. The Chinese word, “cash”, means “a small unit of currency”. Although Chinese coins often had inscriptions, they virtually never had portraits, or types of any kind, until the nineteenth century when they were influenced by western models.

As for paper money, that was a Chinese invention, too. In the thirteenth century A. D. Marco Polo brought stories of such money to Europe, but the concept did not inspire the Europeans of his time. In fact, the true ancestors of modern paper money were the *billets* printed in France in 1716 by the Scottish financier, John Law. So the English word “cash” comes from a Chinese word, and the Spanish word *billete* comes from a Scotsman in France. Money certainly seems to make the words go round.

Answer or complete each of the following questions or sentences with the best choice:

1. According to this article, all of the following have been used as money except _____.
A. gold B. cattle C. cocoa beans D. punches
2. Electrum is composed of _____.
A. precious metals B. electricity
C. seals D. something precious
3. The invention of coins is thought to have taken place in _____.
A. prehistoric times B. China and Greece at the same time
C. China only D. some place other than China and Greece
4. What distinguishes traditional Chinese coins from Western ones?
A. Nonuse of portraits B. Special shapes
C. Presence of holes D. All of the above
5. The author attributes modern paper money to _____.
A. Phanes B. Marco Polo C. A Ming Emperor D. John Law
6. The title “From Cattle to Cash” conveys the message that _____.
A. units of currency have become smaller and smaller
B. there have existed two different types of money systems
C. the first medium of exchange in Europe and Asia has developed to what