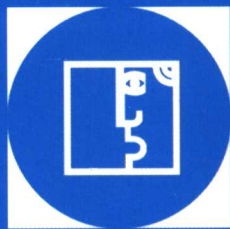


# 新编大学英语 阅读教程

第 3 册



总 主 编 许道林  
本册主编 胡一宁  
陈伟莉

NEW COLLEGE ENGLISH READING COURSE

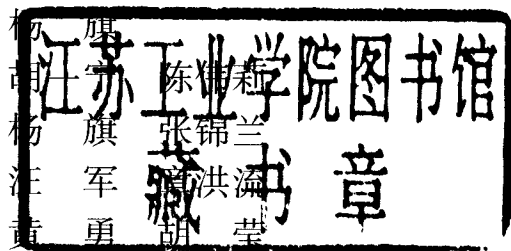
安徽大学出版社

# 新编大学英语 阅读教程

第3册

总 主 编  
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# 前 言

为很快适应和落实教育部最近颁发的《大学英语课程教学要求》，深化教学改革，培养学生的英语综合应用能力，满足新时期国家对人才的需要；更为了结合我省学生的实际情况，我们依据《全国大学英语四级考试样卷》新题型，组织具有丰富的教学经验、多次参加新题型培训的一线教师编写了这套阅读理解专项教材。希望本套书能在进一步提高我省外语教学质量方面作一点贡献。

本教材旨在培养学生正确的阅读习惯，提高学生的阅读速度和阅读理解能力。在选材时注重内容的可读性、趣味性、知识性、时代性、语言文字的规范性和文体的多样性。课文大多数选自英美原著、正式出版的英文报刊杂志等。

本套教材共分四册，每册十个单元，每单元分两部分：第一部分为快速阅读，含一篇短文，共 10 题，1-7 题为是非判断题，8-10 题为句子填空题，即完成句子；第二部分为仔细阅读，含三篇短文，第一篇为选词填空，共 10 题，从所给的 15 个词中选 10 个词填空。后两篇为单项选择，每篇 5 题，共 10 题。

使用本教材时，应注意以下几点：

1. 为便于教学，本教材印成活页。
2. 让学生养成先了解问题后读文章的良好习惯，做到有的放矢，以达到提高阅读速度和准确率的效果。
3. 学生阅读时不能查词典，如有生词，可根据上下文和构词法进行猜测以确定词义，或直接跳过那些不影响理解的生词。
4. 学生应注意培养边阅读、边理解、边记忆的良好习惯。读完课文即做练习；做练习时，不再翻阅已读过的课文。
5. 学生应在建议时间内快速读完文章，较准确地完成课后练习。

编 者

2006 年 8 月

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# Unit One



## 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.*

We all know that every year a lot of students go to the United States to pursue further education. Why? It is because the system of American higher education.

That record 453 787 foreign students from 180 countries attended colleges and universities in the US in the 1995-1996 academic year is perhaps the most vivid indication that there are important advantages to American higher education.

No other country receives even half as many foreign students, yet international students represent only 3 per cent of the total enrolment at US colleges and universities. In all, some 15 million students attend America's institutions of higher education, including more than one-third of Americans in the 18-24 years old age-group.

These statistics illustrate four major features of the American higher education system which make it attractive to both domestic and foreign students: size, diversity, flexibility and accessibility.



Today there are more than 3 600 institutions of higher education in the United States. Some of the large state university systems, such as those in New York, California and Texas, comprise dozens of campuses and hundreds of thousands of enrolled students. Indeed, higher education has become one of the biggest “industries” in the US, employing some 3 million people.

The range and diversity of institutions and programmes of study in the US are even more impressive. The system encompasses both prestigious private universities like Harvard and Stanford, which are among the best in the world, and local publicly-funded community colleges; both huge state university campuses enrolling 40 000-50 000 students and tiny private institutes with fewer than 100 students.

American higher education is diverse in other ways, too. Not only do most colleges and universities enrol foreign students, but foreign faculties and visiting scholars play an important role on many campuses, particularly the large universities. In most comprehensive institutions, there are as many female students as male, and the numbers of students and faculty from ethnic minorities, particularly Asian-Americans and Hispanic-Americans have been steadily increasing. As a result, the campus communities of many American universities reflect in microcosm( 微观世界 ) the diversity of larger society.

Higher education in the US is also unique in offering an enormous variety of subjects and course options, ranging from Aerospace Engineering to Women’s Studies and from Art to Zoology. Because it is dependent on tuition for funding, higher education in the US is student-centred and consumer-oriented; institutions teach what society as a whole thinks is useful. For example, the large public universities of New York at Buffalo, Ohio State University, and the University of Texas at Austin offer hundreds of different degree programmes and have academic catalogues listing thousands of courses.

The variety of programmes and courses contributes to the flexibility of the American system. Undergraduates usually begin their programme for taking “general education”, “liberal arts”, or “core curriculum” courses—in order that they might become more “well-rounded” students—and only later select their major in many cases, not until their second year.

Because they do not specialize from the very beginning, undergraduate students have more options than their counterparts in other countries. Not infrequently, American undergraduates change their mind and decide to undertake a different major, but this does not oblige them to start over, for at least part of their course work can still be applied to the new degree.

Most academic programmes include “elective courses” which students can sometimes take outside their main field of study. This gives them added choice in planning their education, and enables them to broaden their perspective by learning about other subjects. Thus, much is left up to the student, who is expected to choose from a bewildering variety of institutions, degree programmes and courses, and often must depend on his/her academic advisers for help in planning a programme of study.

The size, diversity and flexibility of the American higher education system all contribute to its accessibility. Americans take for granted that everyone, regardless of their origin, should have a right to a higher education, and opportunities do exist for a large percentage of college-age young people to pursue postsecondary studies. It should be remembered that in the US the category “higher education” can encompass vocational, technical, professional and other specialized training.

Fundamental to American culture is the high value it places on education. At whatever level, education is considered a form of self-improvement, which can lead to new career opportunities, economic advances and personal betterment, regardless of one's age. An increasing number of older, “non-traditional” students are attending colleges and universities in the US, many having gone back for additional training or to prepare for a new career. Moreover, as many as 15 million Americans, including a large number of retired people, enrol in noncredit college courses (in other words, courses not leading to a degree) every year.

In many ways, US colleges and universities facilitate(变得容易,促进) access for foreign students as well, by providing special facilities and services that make their adjustment to university life easier. Second Language programmes



to improve students' language proficiency, and international students advisers to help with cultural and academic orientation, visa issues and advisement. The American higher education system makes an impressive effort to welcome foreign students and accommodate their needs.

Hence, students are expected to participate actively in class and even to challenge the professor at times. In graduate school, particularly, this "collegial" approach to professor-student relations means students are treated as adults, and are like wise expected to take the initiative in planning their programme, choosing courses, taking care of requisite paperwork, and in class asking questions, participating in discussion, consulting the professor—in short, to assume responsibility for their own education.

1. ( ) A lot of students from foreign countries studying in the United States illustrate that American higher education has a lot of advantages over that in any other countries.
2. ( ) American higher education is not only impressive but attractive as well because students tuition in different colleges and universities is the same.
3. ( ) American higher education attracts students from different nationalities because its higher education system.
4. ( ) In American higher education, students have more chances to choose courses they want to learn because students are the measures of all things.
5. ( ) That undergraduates take "general education", "liberal arts", etc. first then decide their career reflects the flexibility of American higher education.
6. ( ) Students in other countries have as many options as students in America.
7. ( ) Education is considered rewarding because it can provide you more opportunities.
8. Students and teachers from abroad can study and teach in America, it's one of the major features of American education \_\_\_\_\_.
9. No other education in foreign countries can compare with American education, because it is \_\_\_\_\_.
10. About 15 million Americans enrol in noncredit college courses. Noncredit means \_\_\_\_\_.

**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. **You may not use any of the words in the bank more than once.***

In a time of low academic achievement by children in the United States, many Americans are turning to Japan, a country of high academic achievement and economic success, for possible answers. However, the answers provided by Japanese preschools are not the ones Americans 11 to find. In most Japanese preschools, 12 little emphasis is put on academic instruction. In one investigation, 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about 13 aspects of early childhood education. Only 2 percent of the Japanese respondents listed "to give children a good start 14 " as one of their top three reasons for a society to have preschools. In 15 , over half the American respondents chose this as one of their top three choices. To prepare children for successful careers in first grade and beyond, Japanese schools do not teach reading, writing, and mathematics, but rather skills such as persistence, concentration, and the ability to function as a member of a group. The vast 16 of young Japanese children are taught to read at home by their parents.

In the recent comparison of Japanese and American preschool education, 91 percent of Japanese respondents chose 17 children with a group experience as one of their top three reasons for a society to have preschools. Sixty-two percent of the more individually oriented Americans listed group experience as one of their top choices. An 18 on the importance of the

group seen in Japanese early childhood education continues into elementary school education.

Like in America, there is diversity in Japanese early childhood education. Some Japanese kindergartens have specific aims, such as early musical training or potential development. In large cities, some kindergartens are 19 to universities that have elementary and secondary schools.

Some Japanese parents believe that if their young children attend a university-based program, it will increase the children's chances of eventually being 20 to top-rated schools and universities. Several more progressive programs have introduced free play as a way out for the heavy intellectualizing in some Japanese kindergartens.

A. attached

B. scarcely

C. providing

D. declining

E. expected

F. predicated

G. various

H. academically

I. available

J. presence

K. surprisingly

L. admitted

M. emphasis

N. majority

O. contrast

## Section B

**Directions:** There are 2 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

The motor vehicle has killed and disabled more people in its brief history than any bomb or weapon ever invented. Much of the blood on the street flows essentially from uncivil behavior of drivers who refuse to respect the legal and

moral rights of others. So the massacre on the road may be regarded as a social problem.

In fact, the enemies of society on wheels are rather harmless people just ordinary people acting carelessly, you might say. But it is a principle both of law and common morality that carelessness is no excuse when one's actions could bring death or damage to others. A minority of the killers go even beyond carelessness to total negligence.

Researchers have estimated that as many as 80 per cent of all automobile accidents can be attributed to the psychological condition of the driver. Emotional upsets can distort drivers' reactions, slow their judgement, and blind them to dangers that might otherwise be evident. The experts warn that it is vital for every driver to make a conscious effort to keep one's emotions under control.

Yet the irresponsibility that accounts for much of the problem is not confined to drivers. Street walkers regularly violate traffic regulations, they are at fault in most vehicle walker accidents; and many cyclists even believe that they are not subject to the basic rules of the road.

Significant legal advances have been made towards safer driving in the past few years. Safety standards for vehicle have been raised both at the point of manufacture and through periodic road-worthiness inspections. In addition, speed limits have been lowered. Due to these measures, the accident rate has decreased. But the accident experts still worry because there has been little or no improvement in the way drivers behave. The only real and lasting solution, say the experts, is to convince people that driving is a skilled task requiring constant care and concentration. Those who fail to do all these things present a threat to those with whom they share the road.

21. What is the author's main purpose in writing the passage?

- A. To show that the motor vehicle is a very dangerous invention.
- B. To promote understanding between careless drivers and street walkers.
- C. To discuss traffic problems and propose possible solutions.

- D. To warn drivers of the importance of safe driving.
22. According to the passage, traffic accidents may be regarded as a social problem because.
- A. autos have become most destructive to mankind
  - B. people usually pay little attention to law and morality
  - C. civilization brings much harm to people
  - D. the lack of virtue is becoming more severe
23. Why does the author mention the psychological condition of the driver in Paragraph Three?
- A. To give an example of the various reasons for road accidents.
  - B. To show how important it is for drivers to be emotionally healthy.
  - C. To show some of the inaccurate estimations by researchers.
  - D. To illustrate the hidden tensions in the course of driving.
24. Who are NOT mentioned as being responsible for the road accidents?
- A. Careless bicycle-riders.
  - B. Mindless people walking in the street.
  - C. Irresponsible drivers.
  - D. Irresponsible manufactures of automobiles.
25. Which of the following best reflects the author's attitude toward a future without traffic accident problems?
- A. Doubtful yet still longing for.
  - B. Happy and rather confident.
  - C. Surprised and very pleased.
  - D. Disappointed and deeply worried.

## Passage Two

The term investment portfolio ( 证券 ) conjures up visions of the truly rich—the Rockefellers, the Wal-Mart Waltons, Bill Gates. But today, everyone—from the Philadelphia firefighter, his part time receptionist wife and their three children, to the single Los Angeles lawyer starting out on his own—needs a portfolio.



A portfolio is simply a collection of financial assets(金融资产). It may include real estate(房地产), rare stamps and coins, precious metals and even artworks. But those are for people with expertise. What most of us need to know about are stocks, bonds and cash (including such cash equivalents as money market funds).

How do you decide what part of your portfolio should go to each of the big three? Begin by understanding that stocks pay higher returns but are more risky; bonds and cash pay lower returns but are less risky.

Research by Ibbotson Associates, for example, shows that large company stocks, on average, have returned 11.2 percent annually since 1926. Over the same period, by comparison, bonds have returned an annual average of 5.3 percent and cash, 3.8 percent.

But short term risk is another matter. In 1974, a one year \$1 000 investment in the stock market would have declined to \$735.

With bonds, there are two kinds of risk: that the borrower won't pay you back and that the money you'll get won't be worth very much. The U. S. government stands behind treasury bonds, so the credit risk is almost nil. But the inflation risk remains. Say you buy a \$1 000 bond maturing in ten years. If inflation averages about seven percent over that time, then the \$1 000 you receive at maturity can only buy \$500 worth of today's goods.

With cash, the inflation risk is lower, since over a long period you can keep rolling over your CDs every year (or more often). If inflation rises, interest rates rise to compensate.

As a result, the single most important rule in building a portfolio is this: If you don't need the money for a long time, then put it into stocks. If you need it soon, put it into bonds and cash.

26. This passage is intended to give advice on \_\_\_\_\_.

- A. how to avoid inflation risks
- B. what kinds of bonds to buy
- C. how to get rich by investing in stock market

- D. how to become richer by spreading the risk
27. The author mentions such millionaires as the Rockefellers and Bill Gates to show that \_\_\_\_\_.
- A. they are examples for us on our road to wealth
  - B. a portfolio is essential to financial success
  - C. they are really rich people
  - D. they started out on their own
28. Which of the following statements will the author support?
- A. Everybody can get rich with some financial assets.
  - B. The credit risk for treasury bonds is extremely high.
  - C. Its no use trying to know the advantages of stocks, bonds and cash.
  - D. Everybody should realize the importance of distribution of their financial assets.
29. The word “returns” in paragraph 3 can be best replaced by “\_\_\_\_\_.”
- A. returning journeys
  - B. profits
  - C. savings
  - D. investments
30. The author of the passage points out that \_\_\_\_\_.
- A. keeping cash is the only way to avoid risks
  - B. the longer you own a stock, the more you lost
  - C. the high rate of profit and high rate of risk coexist in stocks
  - D. the best way to accumulate wealth is by investing in stocks



# Unit Two



## 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.*

1. What are the qualified managers for the twenty-first century ? What will managers do in the twenty-first century? Lester Thurow will tell us something about them. If an organization's central command is "steady as she goes", the organization needs an administrator, not a manager. A manager's central role is facilitating organizational or social change. She or he is a change agent. Where there is no need for change, there is no need for management.

2. The MIT Sloan School of management strongly believes that its purpose is to give students the tools they will need to be effective change agents in the rest of their careers. To do this it is necessary to start off with an understanding of the essential driving forces that they will be forcing organizations to change. Change is not random, there are underlying processes. Three central driving forces—the growth of the world economy, the change nature of the work force, and the arrival of genuine technological competition—are now at work.

3. Historic developments of the past half century and the invention of modern telecommunication and transportation technologies have created a world economy. Effectively the American economy had died and been replaced by a world economy.

4. In the future there is no such thing as being an American manager. Even someone who spends an entire management career in Kansas City is in international management. He or she will compete with foreign firms, buy from foreign firms, sell to foreign firms, or acquire financing from foreign banks.

5. The globalization of the world's capital markets that has occurred in the past 10 years will be replicated (复制) right across the economy in the next decade. An international perspective has become central to management. Without it managers are operating in ignorance and can not understand what is happening to them and their firms.

6. Partly because of globalization and partly because of demography(人口统计), the work forces of the next century, are going to be very different from those of the last century. Most firms will be employing more foreign nationals. More like than not, you and your boss will not be of the same nationality. Demography and change social mores (习俗, 惯例) mean that white males will become a smaller fraction of the work force as women and minorities grow in importance. All of these factors require changes in the traditional methods of managing the work force.

7. In addition, the need to produce goods and services at quality levels previously thought impossible to obtain in mass production and the spreading use of participatory(提供参加机会的; 供人分享的) management techniques will require a work force with much higher levels of education and skills. Production workers must be able to do statistical quality control; production workers must be able to do just-in-time inventories. Managers are increasingly shifting from a "don't think, do what you are told" to a "think, I'm not going to tell you what to do" style of management.