

大学英语分级分类教学改革系列教材

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大学英语 阅读实训

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主 审 黄立进

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前 言

最新的《大学英语课程教学要求》(试行)对高等学校非英语专业本科生应达到的阅读速度、阅读技能分层次地提出了明确要求。主流大学英语教材的编写旨在培养学习者的综合应用能力,缺少对应试性阅读策略专门的讲练。我们认为学生在广泛阅读各类文章的基础上,有针对性地学习掌握阅读技巧十分必要。

大学生在校期间很可能会参加各类英语考试,包括大学英语四、六级考试、研究生入学英语考试、托福考试、雅思考试,等等。而各类英语考试都会考查英语阅读能力。阅读部分的测试特点是文章信息量大,同时限定考生的阅读时间,考查应试者在限定时间内快速把握有效信息的能力。这种能力的培养离不开正确方法的指导和一定量的阅读训练。为了提高学生的英语阅读能力,满足学生参加各类英语考试的需要,我们组织部分一线英语教师编写了这本《大学英语阅读实训》。

本教材具有以下特点:

1. 提供了较详尽的分题型解题攻略,并配有相应的例题解析。
2. 阅读素材新颖,具有鲜明的时代感,选材范围较广,涵盖了社会生活、经济、科技发展、健康、教育等主题,题目设计注重实战性和针对性。
3. 参照近年来大学英语四级阅读的难度进行编写,素材的背景知识在本科生的知识结构之内。
4. 章节编排注重自身的系统性和难易梯度。遵循从易到难、从浅到深、从简到繁的原则。

本书共包括 36 套阅读测试题,适合大学一年级非英语专业的学生学习、提高英语阅读能力使用,对参加大学英语四、六级考试和其他各类英语考试的非英语专业学生具有实用价值,对各类自学者测试和提高自己的英语水平同样具有一定的参考价值。

由于时间仓促,水平有限,书中难免有疏漏和不足之处,恳请广大读者和同行提出宝贵意见,以便日后做出修订,使之更加完善。

编 者

2016 年 6 月

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第一部分

阅读部分应试技巧总述

最新的《大学英语课程教学要求》(试行)对于阅读能力提出了三个层次的要求,高等学校非英语专业本科生应达到的基本要求为:

能基本读懂一般性题材的英文文章,阅读速度达到每分钟 70 词;在快速阅读篇幅较长,难度略低材料时,阅读速度达到每分钟 100 词;能基本读懂题材熟悉的英文报刊文章,掌握中心大意,理解主要事实和有关细节;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。

四级阅读理解部分包括 1 篇选词填空,1 篇长篇阅读和 2 篇仔细阅读,测试学生不同层面的阅读理解能力,包括理解篇章或段落的主旨大意和重要细节,对文章内容进行综合分析、推测判断以及根据上下文推测词义等能力。该部分所占分值比例为 35%。考试时间 40 分钟。

结合任课教师长期的四级辅导经验,在参考有关资料的基础上,本部分,我们分别论述三类题型的命题特点和出题规律。

I. 选词填空

一、题型简介

1. 选词填空类似完形填空和词汇题的综合体,但它是比二者更完全、层次更高的考查题型。本部分主要考查考生对连贯性、一致性、逻辑关系等语篇、语段整体特征的理解以及单词在实际语境中的应用。

2. 选词填空题占整个考试的分值比例为 5%。本部分共 1 篇阅读文章,长度在 220~250 词之间,文章中有 10 个空白,要求从给出的 15 个词中选择 10 个填入合适的空格中,使文章语句通顺,表达正确。

3. 选词填空的题目在设计时并非拿来一篇短文随便去掉几个词,设计者要遵循以下的要求和原则:首句不设空;一句话中不设两空;设空比较均匀,基本覆盖整个段落;空格不影响考生对文章大意的了解;选项所提供的词皆为实义词,主要包括名词、动词、形容词、副词等,它们与文章的上下文紧密联系;每个正确选项均有干扰项,相互干扰的选项之间一般不是同义词或近义词。因此,要做好选词填空,必须要在熟悉选项、通读全文、把握文章结构和大意的前提下,根据所提

供的词汇及句子的结构、语法、语篇等信息,通过逻辑推理、对比等手段最后确定答案。

二、解题步骤和技巧

第一步:通读全文

通读全文是用较快速度,一行一行地阅读,目的是把握至少 90% 的文章内容。这一步大概用 1 分钟时间。选词填空后面的选项词义互不关联,词性也不同,而且还有 5 个干扰项,所以一定要先了解文章大意,带着文章脉络去找选项。所以,考试时务必先沉着地把文章读一遍,尤其注意空格前后的内容,为寻找正确选项做好铺垫。

选词填空题中短文的第一句对全文的内容有概括提示作用,所以一定要认真看懂第一句。文中反复出现的词也是帮助考生掌握文章大致内容的重要线索。

提示:通读就是根据首段原则以及首末句原则,迅速找出文章的主题。掌握文章主题对于把握篇章的整体具有积极意义。

第二步:整理选项

整理选项意思是辨别备选单词的词性和词义。这一步大概花 1 分钟,即辨别每个单词词性和词义的时间为 4 秒。要分别标出 15 个备选项的词性(在练习阶段也可写出词义),比如在名词旁标注 *n.*,在动词旁写上 *v.*,形容词旁标注 *adj.*,副词旁写上 *adv.* 等。目前四级考试一般只考名词、动词、形容词和副词。

标注词性时要注意:

1. 不认识的单词看词缀,英语中有一些常用的词缀能够帮助考生判断单词词性。比如,一般来说, *-ness* 是名词词缀; *-ful* 是形容词词缀; *-ize* 是动词词缀,等等。

2. 认识的单词要注意词性的单一性和多样性。比如: *display*, *concern*, *challenge* 作名词和作动词都很常见。这时两个都要标出来,先标出你脑子里第一个出现的词性。

3. 动词归类要细分为 *v.*, *v.-ed*, *v.-ing*。因为一个空可以填动词,但填原形、过去式还是 *-ing* 形式要根据语法判断。此外,以 *-ing*, *-ed* 结尾的词也可能是分词转变而来的形容词,如 *holding* 作动词: *She's holding her mother's hand.* 作形容词: *holding company* (控股公司)。这时怎么办?碰到这种情况,先一律看成是动词,包括非谓语动词,然后,根据句子是否存在缺少形容词的具体情况来决定。

4. 如果选项中出现一组近义词或反义词时,往往有一个是干扰选项。选词填空题注重考查的是对词汇的精确理解,要求考生分辨清楚单词间细微的区别。

提示:词性要标在选项的前面,也就是 A, B, C 等选项代码的前面,整齐易看。也可标在两组选项的中间空白处,方便对照。

第三步:选词填空

我们在做题时,首先根据所掌握的英语语法规则来初步确定每个空应填词汇的词性,缩小选择范围。选项与文章匹配的因素有两个,第一是词性,第二是词义。所以在读文章时,要通过各种手段来确定所空单词的词性与意义。然后,根据上下文的内在逻辑结构选择合适的选项。因为每个选项只能用一次,所以每做完一道题,如基本确定答案,就划掉用过的选项;如不确定,要在该选项前做记号,如问号,这样做可以节省时间,而且也不容易漏掉选项。本步骤最好控制在 4 分钟之内。

下面具体讲解一下确定词性和根据文意确定答案的方法。

1. 判断原文空缺处所需单词的词性,缩小正确选项范围。

(1) 动词的确定

动词最容易确定,因为一个句子没有动词就等于没有谓语,是很明显的缺陷。而且动词的关联性、可比性最差,选这个和选那个在意思上有天壤之别。

1) n./pron. + vt. + n./pron.,即空格处前面已经有名词或代词作主语,后面又有名词或代词作为动词的宾语,空格处应为及物动词;

2) n./pron. + vi.,即空格处前面是名词或代词,后面没有宾语,空格处应填不及物动词;

3) n./pron. + vi. + adv./prep.,即空格处前面是名词或代词,空格处后面是副词或介词,空格处应填入不及物动词,与副词或介词构成固定搭配;

4) n./pron. + link v./be. + adj.,即空格处前面是名词或代词,后面是形容词,空格处应填入系动词或 be 动词;

5) to + v.,即空格处前有不定式标志 to,空格处应填入动词原形;另一种情况 to 是介词,后面则应填入动名词。

例句:

① In particular, when older patients _____ of pain, they were told it was a natural part of aging and they would have to learn to live with it. (complain)

② That's why a growing number of hospitals now depend upon physicians who _____ in pain medicine. (specialize)

(2) 名词的确定

1) 名词主要作主语和宾语;

2) 形容词或名词都可以修饰名词;

3) 限定词 (the, this, that, a, my 之类) 后一般是名词;

4) 谓语动词前一般要有名词或名词性质的主语;

5) 介词后面一般要有名词或相当于名词的词;

6) 定语从句前面一般是名词做先行词。

例句:

① The hot, humid (潮湿的) air over the ocean causes _____ thunderstorms. (severe) (本空可能是形容词,也可能是名词修饰 thunderstorms)

② Education soon became a _____. (nightmare)

③ As the trade winds lessen in _____ ... (strength)

(3) 形容词的确定

1) 名词的前面,如:

... women are _____ customers. (loyal)

2) 副词的后面,如:

... El Nino brought the most _____ weather in modern history. (destructive)

3) 系动词后考虑形容词作表语,如:

The story of his life sounds _____. (interesting)

(4) 副词的确

1) 动词的前面或后面,如:

... jobs that used to be done by men is done _____ well by women... (perfectly)

2) 形容词的前面,如:

... but they are still not _____ sure what leads to it... (completely)

3) 句子的前面,如:

Not _____, the jury found them both guilty. (surprisingly)

2. 运用上下文逻辑关系和语言知识储备解题。

(1) 根据固定搭配主动发现缺失信息,然后正确匹配。

在选词填空空中,约定俗成的固定搭配不是很多,但是,另外一种意义上的搭配很常见,比如,汉语说“学知识”,而英语不说 learn knowledge,而是 acquire knowledge;要描述“雨很大”,英语用 heavy 修饰 rain; heavy traffic 是表示“交通拥堵”。此外,要特别注意小品词,如 to, in, on, at, from 等,因为在很多情况下,它们能给我们关于选择项的提示。如: my _____ for her moved her. (attitude; love) attitude 后用 to, 表示对待某人的态度, love for sb. 表示对某人的爱。

(2) 理清复杂句式或上下文的逻辑结构,进行解题。

对复杂句的结构分析能使我们句子的成分更加明了,能清楚地确定空格处所需填入词汇的词性,加强对句义乃至文章的理解。

上下文逻辑关系也对选项产生影响。考生需要关注形式上的逻辑关系和意义上的逻辑关系。所谓形式上的逻辑关系就是通常讲的因果、让步、递进等关系;而意义上的逻辑关系就是以语篇表达的意思为线索,前后文意义上的关联。比如说,描述一个人的心情的段落中,表达心情好时,应该使用积极词汇,而表达心情不好时,则使用消极词汇。当然,形式和意思之间存在紧密联系,不能割裂开来。

第四步:复读全文,谨慎调整

填空完成后,再次通读全文,检查上下文是否通顺,内在逻辑关系是否连贯。如有问题,需要谨慎地稍微作调整。本步骤要在 1 分钟之内完成。

三、真题分析

The flood of women into the job market boosted economic growth and changed U.S. society in many ways. Many in-home jobs that used to be done 47 by women—ranging from family shopping to preparing meals to doing 48 work—still need to be done by someone. Husbands and children now do some of these jobs, a 49 that has changed the target market for many products. Or a working woman may face a crushing “poverty of time” and look for help elsewhere, creating opportunities for producers of frozen meals, child care centers, dry cleaners, financial services, and the like.

Although there is still a big wage 50 between men and women, the income working women 51 gives them new independence and buying power. For example, women now 52 about half of all cars. Not long ago, many car dealers 53 women shoppers by ignoring them or suggesting that they come back with their husbands. Now car companies

have realized that women are 54 customers. It's interesting that some leading Japanese car dealers were the first to 55 pay attention to women customers. In Japan, fewer women have jobs or buy cars—the Japanese society is still very much male-oriented. Perhaps it was the 56 contrast with Japanese society that prompted American firms to pay more attention to women buyers.

A) scale	E) technically	I) potential	M) insulted
B) retailed	F) affordable	J) gap	N) purchase
C) generate	G) situation	K) voluntary	O) primarily
D) extreme	H) really	L) excessive	

解析：
第一步：通读全文
第二步：整理选项

<i>n.</i>	A) scale	<i>n./adj.</i>	I) potential
<i>v.-ed/adj.</i>	B) retailed	<i>n.</i>	J) gap
<i>v.</i>	C) generate	<i>adj.</i>	K) voluntary
<i>adj./n.</i>	D) extreme	<i>adj.</i>	L) excessive
<i>adv.</i>	E) technically	<i>v.-ed</i>	M) insulted
<i>adj.</i>	F) affordable	<i>n./v.</i>	N) purchase
<i>n.</i>	G) situation	<i>adv.</i>	O) primarily
<i>adv.</i>	H) really		

第三步：选词填空

47. 此处需填一副词来修饰动词 **done**，然后根据上下文的意思可以排除 **technically** 和 **really** 两个选项。选 O) **primarily**。

48. 此处需填一形容词来修饰名词 **work**。其他几个形容词比较好排除，较易混淆的是 **potential**，它表示“潜在的”，而 **voluntary** 在此表示“任意的，无报酬的”，符合所在句子的意思，因此选 K) **voluntary**。

49. 空格前是不定冠词，后面是 **that** 从句，表明此处需填一名词，并且是对前文所描述的情况或现象的总结。**scale**（规模）、**extreme**（极端）、**gap**（差距，裂缝）、**purchase**（采购）都不符合句意。只能选 G) **situation**。

50. 此处需填一名词，且此名词受 **big** 和 **wage** 修饰。根据句意“男女间巨大的工资……”显然应该填 J) **gap**（差距）。

51. 此处需填一动词。空格所在分句的主语是 **the income**，谓语动词是 **gives**，显然“**working women** _____”是后置定语修饰主语 **the income**，因此空格中需要一个动词。在选项的动词中——辨意：**retailed**（零售）、**purchase**（采购）、**insulted**（侮辱）、**generate**（使产生）。只有 **generate**

有可能使语意连贯,因此选 C) generate。

52. 此处需填一动词。根据前文,妇女有了一定的购买力,那么和 buying power 相对应的应该是 buy about half of all cars, buy 的同义词即 purchase。因此选 N) purchase。

53. 此处需填一动词,并且句子的时间状语 not long ago 表明这个动词还应该是一般过去时,因而只有两个选项 retailed 和 insulted 符合要求,根据句子的意思选择 M) insulted (侮辱)。

54. 此处需填一形容词。affordable 表示“可以负担的”,常作表语,一般不作定语; excessive (过分的), extreme (极端的), voluntary 已经在第 48 题用过了,且意思也不符; potential (潜在的,可能的)符合句意,因此选 I) potential。

55. 此处需填一副词。单词所在的句子与前文在语意上有轻微的转折:最早真正开始关注女性购车者的居然是日本这样一个以男性为主导的国家的一些大车商。选 H) really 最符合语境。

56. 此处需填一形容词,并且还要能修饰 contrast。根据上下文的暗示,这种差别还较大,因而选 D) extreme (极端的)。

II. 长篇阅读

一、题型简介

长篇阅读部分采用 1 篇较长篇幅的文章,总长度约 1 000 词,约 10 个段落。阅读速度要求约每分钟 100 词。文章后面有 10 道题,每题一句,每句所含信息出自文章的某个段落,要求考生找出与每句所含信息相匹配的段落。个别段落可能对应两题,有的段落可能不对应任何一题。

段落信息匹配题的特点是:题目绝对乱序,常现同义转述,多是细节内容等。根据这些特点,可以采用如下答题步骤。

二、解题步骤

第一步:浏览题目,标关键词

由于题目顺序与原文不同,所以不能按照传统的题文同序方法做题,同义转述和细节题的特点要求考生能迅速找到文中的细节信息。虽然文章很长,但还是有规律可循。从近两年的真题来看,虽然句子陈述的都是文中的细节,但基本都是围绕其所在段落的主题进行描述的。所以,建议采取先看题后看文章的策略。在浏览题目时,要注意标出句中的关键词,通过快速阅读题干中的若干条细节信息,可以迅速了解文章的主旨大意,从而能在回头阅读文章时加快速度,节省定位时间。

第二步:回到原文,先做较易题

长篇阅读文章一般是说明文或议论文,这类文章都有严密的逻辑性,题干提供的信息表述中通常会出现一些指示性词语,可以帮助缩小定位范围,考生从而可以快速判断句中细节信息对应的原文段落。一些题目中会有数字、时间、地点、人名、特殊字体(如大写字母、斜体等)等有明显特征的定位词,这些题目较容易,只要在文中找出含有相应明显特征的段落,即可迅速匹配,选出正确答案。

第三步:关注同义转述,完成剩余题目

10 道题目中会有部分是没有明显特征关键词的,这类题目往往考查考生对同义转述的敏感度。通常,同义转述的途径有改变词性、使用近义词、变换句式等,考生可以根据第一步标出的关键词,在段落中寻找相应的同义转述对应点,完成所有题目。

总之,做信息匹配题的关键在于标出关键词和找对应点,无论是原词重现还是同义转述,只要快速、细心匹配好对应点,就可以在该题上拿到高分。

三、答题方法与技巧

1. 寻找同义替换

这个题型的目的既然是做信息匹配,那么在匹配过程中势必会出现同义替换、同义转述、改变词性、使用近义词、正话反说等。所以考生要注意这些常见的同义替换手法的运用。一起来看一下这个例子:

American universities prepare their undergraduates for global careers by giving them chances for international study or internship.

Universities are also encouraging students to spend some of their undergraduate years in another country.

在这两句话中 encouraging students 和 prepare their undergraduates 就是典型的同义替换。

长篇阅读旨在测试考生的快速阅读能力,而非对篇章内容的深度理解,因此解题时更多要考虑的是信息内容的一致。简而言之,长篇阅读题的特点就是原文中的句子和问题是同一个信息的不同表达方式。所以关键词、同义词和句型转变就是长篇阅读的解题关键。例如,2015 年 6 月第 3 套题中,原文 F 段中原句为:Formal education matters, career counselors say, but real-life experience is often even more valuable. 第 54 题:Real-life experience is often more important than formal education for career success. 题中有关键词 formal education, real-life experience; 原文中有 valuable, 题中用 important; 原文是复合句,题目中改写整合成了简单句,意思不变。

2. 寻找关键词

所谓“擒贼先擒王”,所以做题也要抓重点,抓关键词。例如:动词、名词(尤其是专有名词)、形容词。一起来看一下这个例子:

American universities prepare their undergraduates for global careers by giving them chances for international study or internship.

其中要抓的关键词就是 American universities, undergraduates, global careers, international study or internship。

3. 寻找主题句

主题句是一段话的核心与灵魂,很多时候找准了主题句问题就迎刃而解了。因为通过主题句我们可以迅速理解文章或段落的中心大意,从而快速定位,做到准确匹配。一起来看一下这个例子:

Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent...

这句话的主题句就是段落的第一句:Universities are also encouraging students to spend some of their undergraduate years in another country。其中 Universities, students, undergraduate years, in another country 正好匹配了在上一例中我们找到的关键词。

长篇阅读看似复杂,其实细读起来并不难,考生只要采取恰当的解题技巧,就能从大量的信息中快速匹配出正确的答案。文章的信息量虽然很大,但做题时只需要抓住重点信息。答题时间应控制在 15 分钟左右。技巧与时间的把控非常重要,需要在考前做一定量的练习。

四、样题解析

Universities Branch Out

- A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.
- B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and *collaborative* (合作的) research programs to advance science for the benefit of all humanity.
- C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.
- D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions

across the continent. And in the United States, institutions are helping place students in summer *internships* (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.

- E) Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.
- F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet *infrastructure* (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.
- G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.
- H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking

admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

- I) Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most *cherished* (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

36. American universities prepare their undergraduates for global careers by giving them chances for international study or internship.
37. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.
38. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.
39. The way research is carried out in universities has changed as a result of globalization.
40. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.
41. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.
42. The U.S. federal funding for research has been unsteady for years.
43. Around the world, governments encourage the model of linking university-based science and industrial application.
44. Present-day universities have become a powerful force for global integration.
45. When foreign students leave America, they will bring American values back to their home countries.

解析:

浏览文章的标题以及后面所给出的 10 句话,可以抓住文中的关键词:International, global, foreign, overseas students, enroll, apply, compete, government, September 11, 题目中还包括人名、地名、数据等。回到原文,根据以上关键词快速阅读并查找相关信息。

A) 段中有:But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global