E时代
大学英语推荐教材

普通高等教育精品教材

E时代 大学英语 4 ——阶梯阅读教程

主编 许兰贞 李丽华 梁桂霞

- 内容全面——题材丰富 覆盖面广
- 循序渐进——由简到难 层次分明
- 模拟演练——选篇习题 贴近考级
- 综合提高——文化拓展 翻译展示

上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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E时代大学英语——阶梯阅读教程4

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内容提要

本书是根据最新颁布的《大学英语教学指南》对大学英语阅读教程的要求编写。其旨在提高学生的英语阅读能力。

全书分为八个单元，每个单元有五篇文章和一篇阅读技巧介绍，包括五个模块—Reading in Depth、Banked Cloze、Skimming and Scanning、Tips for Effective Reading、Extended Reading of Chinese Culture。

本书所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。同时每单元都设置了阅读技巧及策略指导，有助于强化学生的阅读水平，解决其在英语阅读时出现的问题和疑惑。文化拓展部分提供了中文翻译，有助于提高学生的翻译水平。练习题设计了与英语过级考试相同的题型，使学生尽早练习掌握，使教材更加实用。

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PREFACE

最新颁布的《大学英语教学指南》特别强调英语阅读能力的培养，在基础目标、提高目标、发展目标三个层次中对于非英语专业的本科生所应达到的阅读能力都有清晰的描述，这些要求成为了大学英语四、六级考试中阅读考核的重要依据。

尽管我国的大学生已经有了十几年的英语学习经历，但目前学生的阅读理解能力仍然有待提高，因此进一步增强学生的阅读能力仍是目前大学英语课堂的重要任务。虽然现有的大学英语视阅读教程丰富多样，但由于各地区、各高校之间的实际教学情况存在差异，办学定位也有所不同，现有教材难以满足开展分类指导、因材施教的实际需要及大学英语四、六级考试训练的需求。基于上述考虑，编者编写了本套《E 时代大学英语——阅读教程》系列教材。

本系列阅读教材主要针对大学英语四、六级两个层次的教学进行设计。一共四册，前三册针对四级教学，第四册针对六级教学。本书为学生用书的第四册，分为八个单元。在内容的安排上，各个单元都是围绕学生熟悉的题材进行选材，本册的主题包括：Cultural Diversity、Gender Issues、Career and Workplace（1）、Career and Workplace（2）、Information Age、Famous People、Internet Education、Scientific Development。每个单元包含 Reading in Depth、Banked Cloze、Skimming and Scanning、Tips for Effective Reading、Extended Reading of Chinese Culture 五个模块，所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。选篇和练习题均与过级考试题型一致，练习题设计侧重于培养学生的英语思辨能力；阅读技巧内容全面，实用，便于学生随学随用；文化拓展部分涵盖了中国文化的各个方面，并附有中文翻译，有助于帮助学生提高翻译水平。

本套教材由北京工商大学外国语学院梁桂霞副教授总策划指导，带领北京工商大学、北京工业大学等高校一线教师团队倾情倾力打造而成。本册由许兰贞、李丽华、梁桂霞三位一线优秀教师担任主编，在此对于他们的付出表示由衷的感谢和敬意！

为督促学生、提升教学效果，答案另外提供，可致函邮箱 759422446@qq.com 索取。由于时间和编者水平有限，错误和疏漏在所难免，敬请提出宝贵意见，以便改进。

编　者

2016 年 7 月

《E时代大学英语——阶梯阅读教程》编写说明

编写依据

《E 时代大学英语——阶梯阅读教程》是根据最新版的《大学英语教学指南》对阅读教程的三个级别（基础目标、提高目标、发展目标）目标编写的。

作为《E时代大学英语》系列教材之一，这套教材旨在帮助大学生通过阅读大量有深度、有广度、贴近四、六级水平的英语精选文章，以及中国文化扩展阅读和阅读策略技巧点拨，来提升其应对大学英语四、六级考试的能力，并加强其英语阅读能力，丰富其文化知识，开阔其视野格局。

结构安排

全套阅读教材共分四册，每册 8 个单元 8 个主题，每个单元包括 5 篇文章和一篇阅读技巧介绍，前两篇为短篇深度阅读（约 230～500 词左右），第三篇为选词填空阅读（约 300 词左右），第四篇为长篇快速阅读（700～1100 词左右），第五篇属于中国文化拓展阅读。面对中国文化“走出去”国家战略，拓展阅读旨在培养大学生跨文化意识，提升大学生用英语传播中国文化的能力。

编写特色

（一）内容丰富，覆盖全面

本套教材选材涵盖了社会、经济、文化、环境、科学、自然等各个领域，文章体裁大多以说明文、议论文为主，旨在开拓学生视野，提高学生的人文学识和科学素养。

（二）因“才”施教，循序渐进

本套教材在内容设计上独具匠心，富有层次感。前三册设计难度贴近四级考试，第四册设计难度贴近六级考试。根据不同学期学生所关心和面临的不同问题进行选材，以便提高学生的学习兴趣。按照循序渐进的原则，各册教材的语言难度随着学生英语水平的提高而阶梯型逐步增加。

（三）授生以渔，策略点拨

本套教材中，每个单元的长篇快速阅读之后都设置了“阅读策略”，旨在指导培养学生采用正确、有效的阅读方法，向学生介绍一些实用的阅读策略和技巧，以消除学生在阅读过程中常见的困惑。

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（四）适用实用，一石多鸟

本套教材均设置了与大学英语四、六级考试题型相近的阅读题型，帮助老师方便容易地训练学生的阅读能力，让学生了解和熟悉四、六级考试阅读题型，锻炼学生的解题能力，提高学生的考试水平。同时，所选深度阅读短文也完全可以作为精选作文，中国文化扩展阅读部分也完全可以作为四、六级翻译训练材料，可谓“一石多鸟”，对大学英语教与学非常适用及实用！

编写团队

本套教材由北京工商大学外国语学院梁桂霞副教授总策划指导，带领北京工商大学、北京工业大学等高校一线教师团队倾情倾力打造而成。

本套教材在策划和编著过程中有幸得到《英韵三字经》译者、翻译家和语言学家天津外国语大学博士生导师、国家二级教授赵彦春教授和北京师范大学博士生导师、翻译研究所张政教授的指导点拨，在此对于他们的付出表示由衷的感谢和敬意！

附：《E时代大学英语》简单说明

编写背景

最新出版的《大学英语教学指南》（以下简称《指南》）明确了大学英语教学的目标为：基础目标、提高目标和发展目标三个级别。《指南》明确指出了大学英语教学任务是：一方面要满足国家发展战略需求，为国家改革开放和经济社会发展服务；另一方面要满足对当代大学生培养的需要，通过学习英语，帮助大学生开阔视野，树立世界眼光和国际意识，提高其人文素养。

为了贯彻《指南》要求，我们特别组织国内知名英语教学专家编写了《E时代大学英语》系列教材。

教材组成

《指南》提出，大学英语教学可分为通用英语、专门用途英语和跨文化交际三部分，由此形成相应的三大类课程，即必修课、限定选修课和任意选修课。

《E 时代大学英语》是为大学生通用英语学习阶段设计的系列教材，包括《E 时代大学英语——读写教程》、《E 时代大学英语——视听说教程》、《E 时代大学英语——阶梯阅读教程》、《E时代大学英语——快速阅读教程》、和《E时代大学英语——综合训练》5 种，每种各 4 册。

教材特色

本系列教材着重于全面培养大学生的英语综合运用能力，具体包括培养大学生英语听、说、读、写、译的能力。本套教材在内容和形式安排上充分体现了英语语言的特色和优势，尽量体现英语学习的工具性和人文性，使学生在提高英语水平的同时，提升学生的人文素养和科学素养，开阔学生的国际视野，为他们一生的发展提供有益的帮助、打下良好的基础，从而更好地为国家的政治、经济、文化建设服务。

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CONTENTS

Unit One

Cultural Diversity **1**

Part I Reading in Depth 2
Part II Banked Cloze 7
Part III Skimming and Scanning 8
Part IV Tips for Effective Reading 12
Part V Extended Reading of Chinese Culture 13

Unit Two

Gender Issues **15**

Part I Reading in Depth 16
Part II Banked Cloze 20
Part III Skimming and Scanning 21
Part IV Tips for Effective Reading 25
Part V Extended Reading of Chinese Culture 26

Unit Three

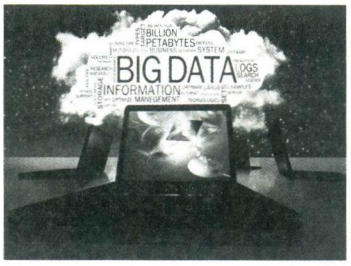
Career and Workplace (1) **29**

Part I Reading in Depth 30
Part II Banked Cloze 34
Part III Skimming and Scanning 35
Part IV Tips for Effective Reading 39
Part V Extended Reading of Chinese Culture 39

Unit Four

Career and Workplace (2) **41**

Part I Reading in Depth 42
Part II Banked Cloze 46
Part III Skimming and Scanning 47
Part IV Tips for Effective Reading 52
Part V Extended Reading of Chinese Culture 52



Unit Five

Information Age 55

Part Ⅰ Reading in Depth 56

Part Ⅱ Banked Cloze 61

Part Ⅲ Skimming and Scanning 62

Part Ⅳ Tips for Effective Reading 66

Part Ⅴ Extended Reading of Chinese Culture 67

Unit Six

Famous People 69

Part Ⅰ Reading in Depth 70

Part Ⅱ Banked Cloze 74

Part Ⅲ Skimming and Scanning 76

Part Ⅳ Tips for Effective Reading 80

Part Ⅴ Extended Reading of Chinese Culture 80

Unit Seven

Internet Education 83

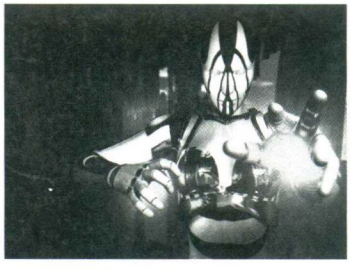
Part Ⅰ Reading in Depth 84

Part Ⅱ Banked Cloze 89

Part Ⅲ Skimming and Scanning 90

Part Ⅳ Tips for Effective Reading 94

Part Ⅴ Extended Reading of Chinese Culture 95



Unit Eight

Scientific Development 97

Part Ⅰ Reading in Depth 98

Part Ⅱ Banked Cloze 102

Part Ⅲ Skimming and Scanning 104

Part Ⅳ Tips for Effective Reading 108

Part Ⅴ Extended Reading of Chinese Culture 108

主要参考文献 111

Unit One

Cultural Diversity

"No culture can live if it attempts to be exclusive."

—Mahatma Gandhi

"We may have different religions, different languages, different colored skin, but we all belong to one human race."

—Kofi Annan

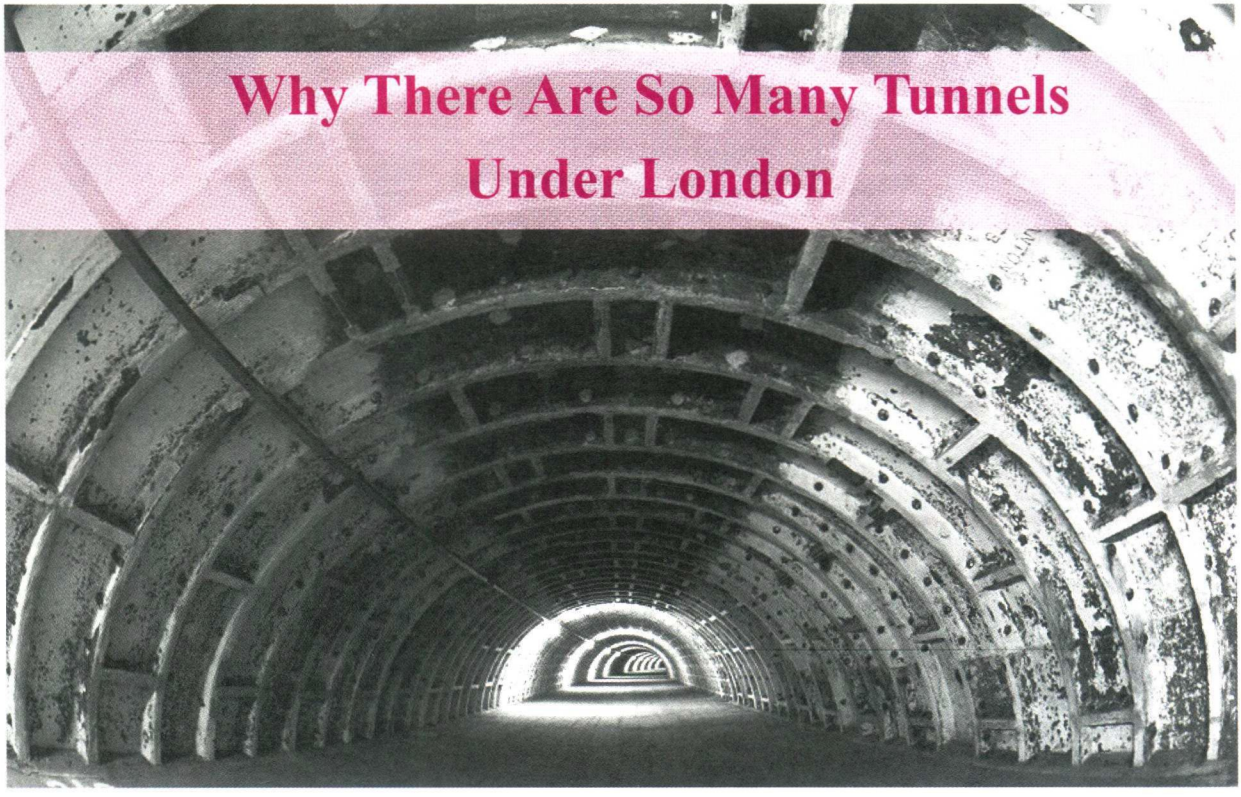
试读结束：需要全本请在线购买： www.ertongbook.com

Part Ⅰ Reading in Depth

In this part, you are going to read 2 passages. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice according to the information given in the passage.

Passage A

Time taken: _____ minutes



No one quite knows how many tunnels have been dug under London. Some of the city's many underground channels **have been subject to** the Official Secrets Act. Others are so old that they have fallen into disuse and been forgotten. Nonetheless, anyone walking through central London can reckon that the busy streets around him are mirrored in **criss-cross** tunnels below. The world's first **subterranean**（地下的）railway, the London Underground, opened in the city 150 years ago. Last month the first tunnel for Crossrail, an ambitious 15 billion ($24 billion) new railway project running across London, was completed. It lies 40 meters below the surface of the city, a wonder of engineering. Why does London do so much tunneling?

London has evolved tightly packed, with narrow streets and alleyways spreading out across it like **arteries**（动脉）. Between 1801 and 1851 its population grew from around 960,000 to over 2.5 million. Railway lines **terminated** at the edges of the city, as it was then defined, at Paddington and Victoria. As visitors and workers flocked to the city, its central roads became increasingly **congested**. Underground railways were built in 1863 to relieve the choked streets. Not everyone liked the early metro system, particularly as the trains still ran on **sooty**（煤烟熏黑的）steam engines. "I had my first experience of Hades（希腊神话中的冥界，地狱）today, " **spluttered**（气急败坏地说）R. D. Blumenfeld, an American journalist, in 1887, "**and if the real thing is to be like that, I shall never do anything wrong.**" As the wealthiest city in the world at the time, London's private investors could afford to sink money into the tunneling schemes.

London's congestion created the need for tunnels and its **booming**（繁荣的）economy provided the financing. But what made them feasible was the city's location. The clay on which most of the city is built provided an excellent tunneling medium. It is soft enough to be **excavated** easily, but **impermeable**（防渗透的）enough to stay dry. Once it is dug through, it will not crumble. It has a "stand-up time", says Roger Bridge of the British Tunneling Society—when the first Crossrail tunnel was being built, parts of the section could be bored out and then explored as the clay stayed in place. Harder rock would require more powerful machines or **explosives**（炸药）to dig through it.

In contrast, cities such as Dublin are built on a mixture of sandstone and **boulder**（卵石）clay. The boulders make it difficult to mine through, while the sand absorbs water, making it less **sturdy**. Before the development of better technology, such as pressure-balance machine, such conditions made tunneling tricky. Indeed, parts of south London have fewer tunnels than the center because fewer of its neighborhoods are built on clay. (476 words)

1. What do we learn about the London Underground from the passage?
   A) It was opened in the city 510 years ago.
   B) It was the first underground railway in the world.
   C) It cost twenty-four billion dollars in total.
   D) It was popular among all the citizens at the beginning.
2. Why did London begin to build underground railway?
   A) Because investors needed to find new ways to make profits.
   B) Because people in London wanted to take underground.
   C) Because the congested traffic could not meet people's needs.
   D) Because Queen Victoria ordered people to build it.
3. What did R. D. Blumenfeld mean by saying "if the real thing is to be like that, I shall never do anything wrong." (Line8, Para. 2)?
   A) He thought other countries should learn from London.
   B) He thought it took too much trouble to take London's underground.
   C) He thought highly of London's early metro system.
   D) He did not like it at all and would not take it again.
4. What made it easier to build tunnels in London than in Dublin?
   A) London had more advanced machines and technology than Dublin.
   B) The clay of London is easier to be dug and waterproof.
   C) There were not so many buildings in London as in Dublin.
   D) London's clay is sturdier and harder.
5. Why does south London have fewer tunnels than other parts of London?
   A) Because there are fewer neighborhoods built on clay.
   B) Because people living there cannot afford to build many tunnels.
   C) Because people living there do not like taking underground.
   D) Because the clay of south London is difficult to build tunnels.

Word Bank

1. be subject to 服从于，受支配于	4. congested *adj.* 拥挤的
2. criss-cross *adj.* 十字交叉的	5. excavate *v.* 挖掘
3. terminate *v.* 终止，结束	6. sturdy *adj.* 强健的，坚硬的

Passage B

Time taken: _____ minutes

What Makes Migration Going on

Migration is usually defined as "permanent or semi-permanent-changes of residence." This broad definition, of course, would include a move across the street or across a city. Our concern is with movement between nations, not with internal migration within nations, although such movements often exceed international movements in volume. Today, the motives of people who move short distances are very similar to those of international migrants.

Students of human migration speak of "push" and "pull" factors, which influence an individual's decision to move from one place to another. Push factors are associated with the place of origin. A push factor can be as simple and mild a matter as difficulty in finding a suitable job, or as **traumatic** as war, or severe **famine**（饥荒）. Obviously, refugees who leave their homes with guns pointed at their heads are motivated almost entirely by push factors (although pull factors do influence their choice of destination).

Pull factors are those associated with the place of destination. Most of these are economic,

such as better job opportunities or the availability of good land to farm. The latter was an important factor in attracting settlers to the United States during the 19th century. In general, pull factors add up to an apparently better chance for a good life and material well-being than is offered by the place of origin. When there is a choice between several attractive potential destinations, the deciding factor might be a non-economic consideration such as the presence of relatives, friends, or at least fellow countrymen already established in the new place who are willing to help the newcomers settle in. Considerations of this sort lead to the development of migration flow.

Besides push and pull factors, there are what the sociologists call "**intervening** obstacles". Even if push and/or pull factors are very strong they still may be outweighed by intervening obstacles, such as the distance of the move, the trouble and cost of moving, the difficulty of entering the new country, and the problems likely to be encountered on arrival.

The decision to move is also influenced by "personal factors" of the potential migrant. The same push-pull factors and obstacles operate differently on different people, sometimes because they are at different stages of their lives, or just because of their varying abilities and personalities. For example, someone likes to be steady, but somebody likes to adventure.

The prospect of packing up everything and moving to a new and perhaps very strange environment may appear interesting and challenging to an unmarried young man and **appallingly** difficult to a slightly older man with a wife and small kids. Similarly, the need to learn a new language and customs may excite one person and frighten another. (451 words)

6. Which of the following statements about migration is NOT true?
   A) The generalized migration includes a move across the street or across a city.
   B) Migration refers to permanent or semi-permanent-change of residence.
   C) People move more across the street or across a city than move across borders.
   D) The motives of people who move short distances are similar to those of international migrants today.
7. Which of the following belongs to the "push" factor?
   A) The personalities of migrants.
   B) **Fertile** land to farm.
   C) Better job opportunities.
   D) The migration of refugees.
8. These are the factors affecting migration except _____.
   A) the economics of the place of destination
   B) whether the government is allowed or not
   C) pull factors which are associated with the place of origin
   D) the trouble and cost of moving

9. Which of the following is not the "personal factors" of the potential migrant?
   A) The diverse capacity and individuality.
   B) Whether the migrant is married or not.
   C) Potential problems which are likely to be encountered on arrival.
   D) Different stages of the migrants'lives.
10. The purpose of the passage is to discuss _____.
   A) migration between countries
   B) the motives of international migrants
   C) migration inside the country
   D) the problems of international migrants

Word Bank

1. traumatic *adj.* 创伤的	3. appallingly *adv.* 骇人听闻地
2. intervening *adj.* 干预的	4. fertile *adj.* 肥沃的

Part Ⅱ Banked Cloze

In this part, there is one 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.

Time taken: _____ minutes

Big in Norway: Slow TV

It all started in 2009, with a seven-hour train trip from **Oslo**（挪威首都奥斯陆）to Bergen. Bergensbanen, a live broadcast of the voyage by NRK, Norway's public broadcasting company, followed the train as it **chugged**（发出嘎嚓声）through dark tunnels, snow-covered mountains, and **misty** valleys. More than 1 million Norwegians, a good 20 percent of the country's population, tuned in to watch.

Since then, "slow TV" has become a 1) ____ Norwegian public broadcasting. In 2011, more than half the country watched a **cruise** ship's 134-hour 2) ____ up Norway's west coast. Earlier this year, NRK broadcast 18 hours of salmon swimming 3) ____. Two new **epics** 4) ____ this fall, one showing 100 hours of chess played by the Norwegian grand 5) ____ Magnus Carlsen, and another offering a "sheep to sweater" view of knitting: four hours of discussion followed by eight and a half hours of sheep-**shearing**（剪羊毛）, thread-**spinning**（纺织）, and needle-**clacking**（发出咔

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