

阅读技能综合训练

# 大学英语阅读阶梯教程

主编 汪宏 栾海峰 主审 吴树敬

五 ~ 六级

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Reading Practice

H319.4  
W062:1

H319.4  
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大学  
英语

# 阅读阶梯教程

(五~六级)

## ——阅读技能综合训练——

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# 序

在迎来了新世纪之际,我国的大学外语教学面临着新的挑战。如何全面提高在校大学生的外语综合运用能力是摆在全国外语教学界同行面前的首要任务。随着我国加入WTO,成为“世界经济联合国”的一个成员,这一任务显得尤为重要。

为了使学生们能在听、说、读、写诸方面有均衡的进步,进而在毕业后能够比较自如地运用外语来完成各方面的工作,我们一定要在教学大纲的基础上更上一层楼,根据实际情况有所突破,培养出社会需要的真正合格人才。要做到这一点,教材在教学中起着举足轻重的作用,它对贯彻教学大纲、系统体现教学要求、规范学科内容都是十分重要的。

《大学英语阅读阶梯教程——阅读技能综合训练》以2000年新修订的《大学英语教学大纲》为依据,整套教材具有连续性,内容由浅入深、循序渐进,语言材料的难度有别于精读教材,各级材料的难度级差明显。这套教材在选材的文体标准、语言标准和词汇标准以及练习设计等各方面紧扣《大纲》,充分体现了《大纲》中大学英语各级对教学对象在语言运用能力方面的界定:

1)选材的文体标准和语言标准。语言规范地道,体裁新颖,题材广泛,主题积极向上,知识性和趣味性兼顾,便于学生接触到丰富多彩的语言现象,领略到各国尤其是英语国家的历史、文化、风情、政经、科技等。

2)选材的词汇标准。选材时严格控制词汇,对《大纲》所规定的词汇覆盖面广、复现率高,超纲词不多,共核词突出,词汇分级标注。编者保留了文章中部分超纲词汇甚至对个别词不加注释,旨在锻炼学生从篇章层次上对语义的阅读推理能力,并使学生掌握如何避开或减少非重要词汇的干扰而不影响对篇章总体的理解的阅读技能。

3)练习设计。练习数量充足,有利于强化学生语言基本功训练,题型多样,其中培养学生语言运用能力的主观题占有适当的比例。

这套教材在编写模式上对传统的大学英语速读、泛读教材有所突破。为了全面培养学生的英语阅读技能,编者结合篇章特点,有针对性地编排练习,使读、译、写多项技能训练有机结合,让学生在以篇章为载体获取信息的同时,及时理解、反复操练、有效掌握相应的词汇和结构,并培养其翻译技能和书面简短表述信息的能力,从而提高学生的英语阅读综合技能。

符合教学规律,便于因“材”施教是这套教材的又一特色。这里的“材”兼指教材和教学对象。一方面,其选材特点有利于教师结合不同版本的精读和视、听、说教材在题材上

灵活取舍;另一方面,练习题型丰富、难度层次分明,便于教师因材施教。因此,这套教材在施教方法和深度的选择上给教师 and 自修者留有最大限度的自由度和灵活性。

这套教材已在北京理工大学大学英语的教学过程中(尤其是实验班的教学)中反复实践,是在总结分析各方面意见之后,认真修订而成的,也是教师们数年乃至数十年教学经验的积淀。

总之,《大学英语阅读阶梯教程——阅读技能综合训练》能够贯彻《大纲》的要求,通过篇章的阅读为以汉语为母语的中国大学生提供语言环境,满足分层次教学、因材施教和培养新世纪高素质人才的需求,是提高学生英语阅读综合技能必备的一套教材,也是帮助考生阅读技能全面升级的益友。

二〇〇一年岁末于阳春光华



## 编写说明

在社会经济飞速发展的21世纪,社会对高层次人才的需求逐年增加。越来越多的大学学生已经不满足于仅仅通过大学英语四级考试,他们把下一个目标定位在获得六级考试证书,以及在全国研究生入学考试中拿到英语统考的高分。针对这一需求,我们编写了本书,旨在帮助学生在英语六级和考研复习中,通过阅读训练,在考试中取得好成绩。

大学英语六级考试较之四级有一个很大的飞跃,无论在阅读量、阅读速度,还是在文章的相关内容上,对考生都提出了更高的要求。根据2000年重新修订的《大学英语教学大纲》的规定,大学英语六级的一般阅读速度为70 (WPM);快速阅读速度在120 (WPM);同时要求考生能读懂语言难度较高的一般性题材的文章。因此,大量地有针对性地进行阅读训练,有助于考生快速提高阅读理解能力和应试技巧。

本书为《大学英语阅读阶梯教程——阅读技能综合训练》系列教材(1~6级)的第五册(五~六级)。在编写过程中,我们注意将大学英语五~六级在阅读技能方面的要求和研究生考试的标准有机地结合起来,从内容选材到练习题的设立都做到了兼而有之。因此,本书不仅适用于在校大学生的高级英语阅读训练,也适合于研究生入学考试的备考训练。同时也可作为高级英语阅读训练的自学教材。

作为课内快速阅读教材,本书的第一稿已在北京理工大学的两个实验班(五、六级学生)中进行了试用,师生反映较好。本书在此基础上修改而成。书中共设10个单元,每单元分别备有A、B两篇读物,并在每篇文章后设有分级标注的词汇(\*为四级,▲为六级,◆为六级后,[P]为专有名词)、阅读理解题、词汇练习题、翻译练习题以及相应参考答案;在书后附有一份模拟自测题及答案。教师可根据教学目的和进度以及学生的水平灵活安排、取舍教学内容。

由于诸种原因,我们未能与书中所选文章及插图的原作者一一取得联系。希望原作者见到本书后,能主动与我们联系,以便按《中华人民共和国著作权法》支付相关报酬。

本书由汪宏、栾海峰编写,特邀北京理工大学人文学院副院长吴树敬教授(兼任北京市大学英语评估组专家,北京市大学英语研究会常务理事)担任主审。北京理工大学出版社的社长苏青同志、总编林国璋同志和责任编辑刘小亦同志对本套丛书的出版给予了热情的支持和大量的帮助,在此表示诚挚的谢意。

由于编者水平有限,书中难免出现疏漏与错误,敬请同行和读者批评指正。

编 者

2002年1月于北京

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# Unit

## One

### Passage A

#### ***British Higher Education—Strategies for Change***

**T**here are two broad strategies for change in British higher education, the market and the political (leaving aside the very important internally generated processes of change which depend on the advance of knowledge). Which of these strategies is given greater emphasis may depend on the desired direction of change. For those who favour the industrial route, the temptation to plump for the market strategy is obvious, just as those who seek a populist future will tend to favour the political strategy. *Yet too sharp a juxtaposition of market and political strategies as mutually exclusive alternatives is not particularly helpful.* There is certainly room for the better reception of market messages by universities and colleges.<sup>[1]</sup> Equally, a political strategy may involve market elements, especially in the area of student support. At a more fundamental level a strategy for change that rested on a strong commitment

to encouraging a plurality of political influences would have a great deal in common with a market strategy, particularly within the context of an almost wholly publicly funded system of higher education in which any market would be contrived and controlled by political action. In the end the best way to stimulate change may be to accept a stronger political presence in the making of higher education policy. After all, it is as a political not as an intellectual system that higher education seems to have been slow to change. So it seems logical to attack what seems to be a socio-political problem by socio-political measures. After all, it is only within the context of closer political involvement that issues like the reform of student support, changes in the traditional pattern of undergraduate courses, credit transfer, a higher education development fund for innovation, and other policies that are regarded as central to the process of change, can be effectively tackled. Most of the levers of change lie outside higher education or at any rate outside individual institutions. Nor should closer political involvement be seen as a threat to the autonomy and integrity of higher education.<sup>[2]</sup> There is a strong case for arguing that the state can protect higher education from the more immediate pressures of the market place, very much as the establishment of the UGC in 1919 and the consolidation of a reliable system of government grants to universities in fact insulated universities from the crude pressures of industrial sponsors and fee-paying students.

2 As with change so with money. The same considerations are almost as relevant to any discussion of the future funding of higher education. The same ambiguities arise and the same strategies present themselves. The determination of the total resources for higher education and their allocation between different sectors, activities and institutions are inevitably contentious matters, particularly in the 1980s when their supply is likely to be much more restricted than it was in the 1960s. For this reason there is a tendency *to shy away from* the real issues raised by the funding of higher education, either by claiming that all difficulties would disappear if only the state and the nation would recognise claims of universities and colleges, or that neutral mechanisms of resource allocation can be designed which depoliticise the clash of priorities. Both views are plainly mistaken. The first, because higher education can never expect to receive all the money it wants or needs, and because even to imagine that this might be possible under extremely favourable political circumstances betrays a limited view of the possibilities of higher education. On the contrary, as the available resources will always

be limited, those who argue that more money is the solution to all the difficulties faced by universities and other colleges are implicitly endorsing the conservative view that the potential of higher education is also limited.

3 The second view, that neutral mechanisms of resource allocation can be developed to take the politics out of higher education funding, has to be taken more seriously. But it too is flawed. The attractions of such a course are obvious.

(664 words)

## Word Bank

- ◆ **juxtaposition** [ˌdʒʌkstəpəˈzɪʃən] *n.* 并列, 并置
- [P] **UGC (University Grants Commission)** (英国)大学(补助金)筹款委员会
- ◆ **ambiguity** [ˌæmbɪˈɡjuːəti] *n.* 可做两种解释, 意义不明确
- ◆ **contentious** [kənˈtenʃəs] *adj.* 引起争议的

## Exercises

### I. Reading comprehension

- According to the passage, which of the following statements is true?
  - British higher education needs two changes.
  - Political strategy is more important than others in British higher education.
  - Advance of knowledge is most important for higher education.
  - Certain change requires certain strategy.
- The sentence "Yet too sharp ... is not particularly helpful" (Line 7, Para.1) simply means that \_\_\_\_\_.
  - it is not good to say that market and political strategies are only the same
  - it is of no good to stress either market or political strategy
  - we need not put clear definition to either of the two strategies
  - neither of the strategies can be helpful
- From the last sentence of paragraph one, we can infer that \_\_\_\_\_.
  - money given by the UGC and the government won't save universities from the influence of the market of a high-levelled price

- B) the state protected education from establishing the UGC in 1919  
 C) the UGC and the government, in fact, performed well  
 D) industrial sponsors refused to protect the fee-paying students
4. In the sentence "For this reason ..." (Line 7, Para. 2), "to shy away from" is close in meaning with the phrase \_\_\_\_\_.
- A) "to move away without fear"  
 B) "to throw away quickly"  
 C) "to avoid meeting unpleasantly"  
 D) "to be nervous to meet"
5. As we conclude from the passage, \_\_\_\_\_.
- A) higher education can never have enough funding just because universities potential is changing all the time  
 B) money is the only solution to all the difficulties of higher education  
 C) everyone endorses the view that the potential of higher education is limited  
 D) it is wrong to expect money from the state

## II. Choose the right word or expression to complete each sentence

1. His mistake \_\_\_\_\_ his lack of education, although he pretended to know everything.
- A) betrayed B) backed  
 C) based D) benefited
2. The ship has a crew of 57 \_\_\_\_\_ of officers.
- A) more B) only  
 C) exclusive D) less
3. The argument was \_\_\_\_\_ because they dislike each other so much.
- A) preventable  
 B) transparent  
 C) inevitable  
 D) ambiguous
4. He is a man of great \_\_\_\_\_ powers.
- A) cognitive  
 B) cognizable  
 C) cognate  
 D) recognitory



5. The general's \_\_\_\_\_ directions misled the soldiers; they did not know which of the two roads to take.
- A) arbitrary  
B) ambiguous  
C) foolish  
D) complicated

### III. Sentence translation

- [1] There is certainly room for the better reception of market messages by universities and colleges.
- [2] Nor should closer political involvement be seen as a threat to the autonomy and integrity of higher education.

### Key to Exercises

I. 1. D 2. B 3. C 4. C 5. A

II. 1. A 2. C 3. C 4. A 5. D

III.

- [1] 大学和学院肯定会有更多的机会获得更多的市场信息。
- [2] (也) 不应该把更多地涉及政治看做是对高等教育的自治和完整的威胁。



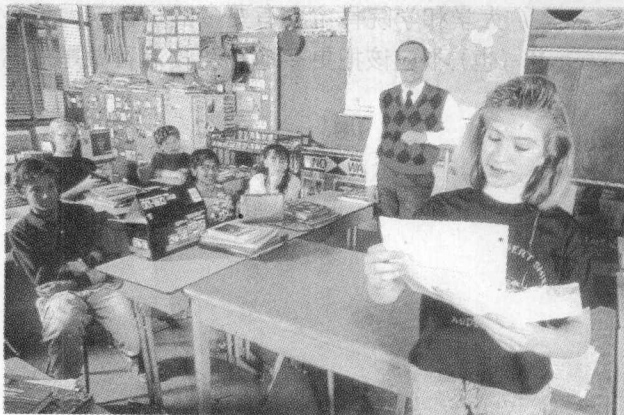
## Passage B

### Status Report—Public Education in America

Our generation has witnessed the wasting decline of the one institution that has to be good enough, and strong enough to carry our country forward into this new century. *And the stakes we're playing for just went up.* Because there is simply no doubt that the world of e-business is going to drive global competition on a scale we have never seen before. I believe that in this networked world the single greatest factor separating winners and losers in all industries and in fact, in all societies, will be the ability to use information and build a culture based on knowledge and the ability to learn.

2 So whether we're ready or not, all businesses will compete on a global stage. So must our workforce. So must our schools. Yet every day our public schools are open, the gulf between our kids and the rest of the world grows wider. We're content with incremental gains, while the competition is racing to prepare its kids for the workplace of the 21st century.

3 I won't load you up with survey data and statistics, but let me share a few points from the Third International Math and Science study released last year. At the fourth-grade level in math and science our kids are right up there with the best in the world. By the 8th grade, we rank 28th overall. By the 12th grade, we *trail* every developed nation in the world. Even our very best math students can't compete with their counterparts around the world. Our top kids are last among 16 countries that test physics and math.



4 The problem isn't dumb kids. Our kids don't start school at any deficit. The deficit they end up with is inflicted upon them by a system that expects too little and then routinely rewards sub-standard performance against even those minimal requirements.<sup>[1]</sup>

Far too often it appears we're not even trying. Only about half our high schoolers take a chemistry course. Only a quarter enroll in physics.

5 Why so little progress? Why aren't we competing? How can this possibly be the record of achievement of a succession of education presidents? The fact is no president—and this will apply to the president-elect as well—has much direct control over the outcome of this struggle. This is not a problem that yields to solutions at the federal level, for several reasons.

6 One, in the words of the U.S. Constitution, education in this country is a "power reserved." The lion's share of the rules and operating principles are set at the state and local level.

7 Two, follow the money. We spend nearly \$400 billion on public education every year. But only 6 cents of every education dollar comes from the federal government. The other 94 cents comes out of local pockets, raised and allocated by states and municipalities.

8 Three, political self interest. Although you'd hope we could collect a nonpartisan approach to an issue that affects rural people and city folk and cuts across every economic bracket, ethnic community, and political affiliation, the fact is this issue is highly politicized at all levels.

9 OK then if it's not the job of the federal government to fix this problem, then whose job is it? Well, if we've learned anything in the last 20 years, I hope it's that these problems can't be solved by the schools alone. So, no finger pointing. This is an intensely American problem. It affects all of us. So the fight to reform our system of public education, by definition, has to involve the entire community.

10 I'm sorry to be the one to say it. But there are no silver bullets on this one.<sup>[2]</sup> The changes that must take place can't be expressed in a soundbite. And, no, they won't be revealed to us in decrees from Washington.

11 In short, we've gotten to the hard part—tactics, execution, implementation. Setting standards is hard work. Reaching them is much, much harder.

(656 words)

## Word Bank

- ◆ **incremental** [ˌɪnkɹə'mentl] *adj.* 增长的, 增值的
- ▲ **deficit** ['defɪsɪt] *n.* 亏空, 赤字
- ▲ **inflict** [ɪn'flɪkt] *v.* 予以(打击); 使遭受, 蒙受
- ▲ **affiliation** [əˌfɪli'eɪʃən] *n.* 合并, 加入
- ◆ **tactics** ['tæktɪks] *n.* 战术, 策略
- ▲ **bracket** ['brækɪt] *n.* 托架, 等级, 一类人
- ◆ **nonpartisan** [nɒn'pɑːtɪzn] *adj.* 超党派的

## Exercises

### I. Reading comprehension

1. The second sentence (Line 3, Para. 1) "And the stakes...went up" can be paraphrased as "\_\_\_\_\_".
  - A) We are playing for a longer piece of wood
  - B) We are playing for even more profit and interest
  - C) The money we are playing for increased
  - D) The risk of bet of our work became serious
2. We can infer from the second paragraph that \_\_\_\_\_.
  - A) there are too many kids for the jobs of the 21st century
  - B) in public schools our kids are ready for business
  - C) our workforce, as well as our schools will go into competition
  - D) our workforce and our schools will be on the world stage
3. The word "trail" (Line 5, Para. 3) is closest in meaning with the phrase \_\_\_\_\_.
  - A) "drag behind"
  - B) "follow the tracks"
  - C) "go tiredly"
  - D) "get along with"
4. According to the author, the problem of the U.S. education is simply that \_\_\_\_\_.
  - A) our kids are all too rich

- B) the requirements to our kids are below the average  
 C) the rewards to our kids are not enough  
 D) our teachers know little about chemistry and physics
5. In paragraph five, the author points out that \_\_\_\_\_.  
 A) the presidents of the USA haven't such a successive education  
 B) every president neglect the competition in election  
 C) the federal government should be responsible for the problem  
 D) USA is a success in educating presidents

## II. Choose the right word or expression to complete each sentence

1. The central government collects the \_\_\_\_\_ of the citizens' tax.  
 A) lion's share  
 B) deficit  
 C) money  
 D) interests
2. In those days, decrees followed in quick \_\_\_\_\_.  
 A) succession  
 B) success  
 C) section  
 D) substitution
3. The letters \_\_\_\_\_ him as an honest man.  
 A) say  
 B) reveal  
 C) speak  
 D) assure
4. The book-reading public \_\_\_\_\_ 55 percent of the population.  
 A) accounts  
 B) amounts  
 C) musters  
 D) masters
5. John and Smith were \_\_\_\_\_ the first prize.  
 A) bracketed  
 B) bracketed for