

总主编 施发敏

大学英语阅读 **新** 概念

New Concept of College English Reading

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主编 杨 峰

青岛海洋大学出版社

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前 言

《大学英语阅读新概念》是按照全国大学英语教学大纲（1999年修订本）的要求编写而成的。它是一套融知识性、趣味性、科学性为一体，主题突出的系列英语阅读丛书，可供高等院校文、理、工各科在校的本科生和英语专业的学生使用，也可供广大英语爱好者及准备报考 GRE 和 TOFEL 的英语学习者选用。

本书的编写旨在配合大学英语课堂教学，帮助广大学生通过阅读掌握好英语知识和实际运用语言的能力。为此，该书在内容的取舍和练习的选择方面，紧紧围绕着培养学生的阅读技能、扩大他们的词汇量和知识面进行。在编排上基本与大学英语基础阶段使用的教材和教学安排同步。全书可使用两年或两年半。学生可根据学期的长短、课堂教学内容和进度的安排，制定出自己的学习进度。

全书共 3 册，第一、二册包括 47 个单元，共 188 篇文章。第一、二级由 23 个单元组成；第三、四级由 24 个单元组成。每单元包括 4 篇阅读文章，围绕一个主题展开。其中，前两篇旨在培养阅读技能，扩展词汇，提高阅读理解能力；后两篇为快速阅读，其题型与四级统考阅读题型一致，以检测学生对各项阅读技能和所学词汇的掌握情况，提高学生的阅读速度。第三册包括 11 个单元，每单元 5 篇文章，共 55 篇文章。重点训练学生的

归纳总结能力及综合运用英语语言的能力。

该书题材广泛，主题集中，内容新颖，富有浓厚的时代气息。全书共设置 40 多个主题，包括天文地理、生物趣闻、最新科技动态等。文章大多选自最新的英美报刊及书籍。所选材料语言规范，内容活泼，具有较强的可读性和知识性。

1. 设计编排的独特性

(1) 全书在阅读理论和技能的指导下进行阅读实践。该书用两个单元的篇幅分别对阅读、构词法知识及通过上下文猜测词义的技巧作了全面介绍，以指导学生的阅读实践。

(2) 该书打破大多数四、六级阅读材料的编写模式，特意增加了各单元前两篇文章的篇幅、趣味性，并使其练习形式多样化。

2. 练习形式的多样性

(1) 每单元前两篇文章后的练习既有客观练习，又有主观练习。其形式非常丰富，从 True or False, multiple choice, cloze, matching, answering questions with your own words, joining sentences 到读前读后思考题等等，可以帮助学生深层次、多方位地理解文章。

(2) 练习形式多而不偏离中心。整个练习紧紧围绕教学大纲对阅读能力的要求而设计，重在培养学生掌握中心大意以及说明中心大意事实和细节的方法，并能就文章的内容进行分析、推理、判断及综合概括，领会作者的观点和态度。

(3) 考虑到词汇在阅读中的重要作用，编写时设置

了词汇练习，一是为了培养学生通过上下文猜测词义和正确判断词义的能力；二是为了引导学生使用构词法知识多途径地扩大词汇量，如从文章中找一个含有合适词根的词，展开介绍与之同根的常用词；三是为了培养学生正确使用刚学到的新词和分辨一些容易混淆的近义词的能力。

(4) 鉴于教学大纲对阅读速度有一定的要求，第一、二册每篇文章后均标有字数，在 Fast Reading 练习后还设置了 Scoreboard (记分栏)，使学生对每分钟的阅读量做到心中有数，并努力使其达到教学大纲的要求。

(5) 第三册的最大特点是设计了“记笔记”的空间，这有利于读者养成良好的阅读习惯，同时还提供了段落“关键词汇”、“主要概念”的归纳总结。

3. 生词的处理

根据上下文猜词义是阅读的主要技巧之一，故对一些文章中出现的生词我们不做任何形式的注释，但对一些难以通过上下文猜出词义的生词，均在该页的下方给出中文解释。为方便学生练习口语，我们对一些生词还加注了音标。

在本书的编写过程中，我们参阅了大量图书资料和网上资料，特向有关资料的作者、编者、出版者表示感谢。

本书的编写得到了美籍语言专家 Shakespeare 先生的热心指导和大力支持，在此深表谢意。

编者
2002 年 8 月

Contents

Band 1

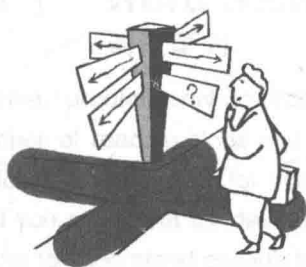
Unit 1	A Variety of Techniques to Find Word Meanings 猜词技巧	(3)
Unit 2	Reading Skills 阅读技巧	(16)
Unit 3	Weather and Climate 天气与气候	(32)
Unit 4	Music and Dance 音乐与舞蹈	(44)
Unit 5	Traveling 旅游	(57)
Unit 6	Natural Wonders of the World 自然奇观	(69)
Unit 7	Science and Technology 科学技术	(80)
Unit 8	Vegetation 植物	(91)
Unit 9	Marriage and Divorce 婚姻与离婚	(102)
Unit 10	Computers and E-mail 计算机和电子邮件	(114)
Unit 11	Natural Resources 自然资源	(130)

Unit 12	Humor	
	幽默	(142)
Keys to Band 1	(153)

Band 2

Unit 1	Language Learning	
	语言学习	(163)
Unit 2	Animals	
	动物世界	(179)
Unit 3	Anecdotes	
	名人轶事	(192)
Unit 4	Sports	
	体育运动	(205)
Unit 5	Population Controlling	
	人口控制	(221)
Unit 6	Life and Society	
	社会与生活	(236)
Unit 7	Health and Medicine	
	健康与医疗	(249)
Unit 8	Education	
	教育	(262)
Unit 9	Communication	
	交际	(274)
Unit 10	Popular Science	
	科普知识	(288)
Unit 11	Life on Campus	
	校园生活	(302)
Keys to Band 2	(315)

Band 1



Unit 1

A Variety of Techniques to Find Word Meanings

猜词技巧

Part I Word Study

词汇学习

Reading is an active, problem solving process. A good reader must acquire a number of reading skills and a good knowledge of words. For example, it is impossible for you to know the exact meaning of each word you read, but by developing your guessing ability, you will be able to understand enough to arrive at the total meaning of a sentence, a paragraph, or even an essay. The vocabulary exercises are designed to help you improve your ability to guess the meaning of unfamiliar words by using context clues (上下文线索; 提示).

Samples

1. He's completely lacking courage; he is a coward.
(The first part of the sentence actually defines the word "coward". So you know that a coward is one who lacks courage.)
2. Bob is a thief; he would steal the gold from his grandmother's teeth and not feel guilty.

(Bob is a thief. A thief steals. The semicolon(;) shows that the sentence that follows is an explanation of the first statement. Furthermore, you know the definition of "thief" is a person who steals.)

3. Our uncle was a _____, an incurable wanderer who never could stay in one place.

(Traveler, drifter, roamer, nomad, the comma(,) following the blank shows a phrase is apposition(并列, 同位), that is, a word or a group of words which could be used as a synonym(同义) of the unfamiliar word. The words below the sentence are all synonyms of "wanderer".)

4. Unlike his brother, who is truly a handsome person, Hogaritty is quite _____.

(The words "unlike" signals that Hogaritty is the opposite of his brother. Since his brother is handsome, Hogaritty must be ugly.)

5. The dromedary, like all desert animals, can go for long periods of time without drinking water.

(Even if the context does not fully reveal that the dromedary is a type of camel, the word "like" helps to point out the dromedary is a kind of desert animal.)

6. But surely everyone knows that if you step on an egg, it will _____.

(Break. You recognize the cause and effect relationship in this sentence. There is only one thing that can happen to an egg when it is stepped on.)

The above examples fully show that it is not so difficult for us to guess what a word means if we keep the following points in mind:

- Use the meaning of other words in the sentence or paragraph and the meaning of the sentence as a whole to reduce the number of possible meanings.

- Use grammar and punctuation clues which point to the relationship among the various parts of the sentence.
- Use your general or common knowledge of the word.
- Be satisfied with a general idea about the unfamiliar word; the exact definition or synonym is not always necessary.
- Learn to recognize situations in which it is not necessary to know the meanings of the word.

Now do the following exercises. They will help you to read more efficiently.

Exercises

I. Choose the best answers.

- Charles asked the bank for a small *loan* so that he could repair his house.
A. sum of money B. load C. tool
- The flowers in the vase *withered* because they had no water.
A. became sweeter B. became red C. became dry
- That old man was so *decrepit* that he could hardly walk.
A. weak B. strong C. healthy
- A lot of men were killed during the *fierce* battles of the American Civil War.
A. peaceful B. violent C. ugly
- A tropical rain forest is very *lush* because it receives much rain.
A. green B. yellow C. brown
- The land is *fertile*; the farmer discovered he can grow many kinds of crops there.
A. fruitful B. poor C. fruitless
- The professor was chosen to teach the course of his *expertise* on the subject.
A. interest B. drive C. knowledge

8. Some children eat too many sweets and their teeth become *decayed*.
A. bad or rotten B. good and strong C. nice and clean
9. As the fat man sat down, the chair *collapsed* under him, with a loud noise of tearing canvas.
A. rose B. broke C. jumped
10. Not wanting to disturb the sleeping little cat, I *gingerly* lift her from the box and put her on a blanket near the heater.
A. carelessly B. hurriedly C. carefully

II. *Guess the meaning of the unfamiliar words by using context clues and then write a synonym, definition or description of the italicized word.*

1. The price of the shirt was *excessive*. In other words, it cost too much.
The word "excessive" means _____.
2. A *cardiologist* is a doctor who specializes in heart diseases.
The word "cardiologist" means _____.
3. After a day of hunting, Harold is always *ravenous*. Yesterday, for example, he ate two bowls of soup, salad, a large chicken, and a piece of chocolate cake before he was finally satisfied.
The word "ravenous" means _____.
4. The king *manifested* his pleasure with a hearty laugh.
The word "manifested" means _____.
5. She read my letter slowly to the end and then tore it to *shreds*.
The word "shred" means _____.
6. When the child moved to the city she often got lost if she went out alone. She could never remember which direction she had come from; she was unable to *orient* herself in her new surroundings.
The word "orient" means _____.
7. The members of the family were so angry that I decided to stay

away from the house until dinner. Their *rage* truly frightened me.

The word “rage” means _____.

8. Doctors believe that smoking cigarettes is *detrimental* to your health. They also regard drinking as harmful.

The word “detrimental” means _____.

9. The shop was dusty and dirty. Everything seemed to be covered with grease. He was happy to escape from that *grimy* place.

The word “grimy” means _____.

10. The professor was very *sagacious*. Wouldn't it be great if you were also that wise?

The word “sagacious” means _____.

Part II Word Formation—Affixes

词缀

Using context clues is one way to discover the meaning of unknown words. Another way is the word formation. English words are usually formed in 3 parts: stem, prefix, and suffix. A stem is the root, or main part of a word.

A prefix is something that is added to the beginning of a word to change its meaning. For example, dis + honest = “dishonest” means “not honest”.

A suffix is something that is added to the end of a word to change the form of the word from one part of speech to another. For example, “-ly” is a suffix usually added to the end of the stem to turn an adjective into an adverb, such as bad (*adj.*) + ly = badly (*adv.*). So you recognize immediately that a word ending in “-ly” is frequently an adverb.

Sometimes English words can become very complex when both prefixes and suffixes (both together are called “affixes”) are

added to the stem. For example, “unfriendliness” has a prefix: “un”, meaning “not”. It has 2 suffixes: “-ly” (which has changed its spelling to “li” because there it is followed by another suffix). “-ly” changes the noun “friend” into an adjective “friendly”. Then “-ness” is added, turning the adjective “friendly” into a noun—friendliness, the state of being friendly. Another word, considered as one of the longest words in English language, is created by adding many affixes to the word “establish”: “antidisestablishmentarianism”. Can you guess what the word means and how many affixes are added to it? Recognizing affixes quickly can make you a faster reader. The following tables show some of the most commonly used affixes. Using your dictionary, you can find many more examples of each of those shown.

A. Common prefixes

	meaning	examples
1. Negative		
un-	not, the opposite of	unkind
in-	not, the opposite of	incomplete
im-	not, the opposite of	imperfect
ir-	not	irregular
il-	not	illogical
non-	not	nonstop
mis-	wrong, bad	misinform
un-	reversing action	untie
anti-	against	antifreeze
de-	to reverse or to reduce	defrost
dis-	same as “un-”	disconnect
mal-	badly	malformed

meaning

example

2. Location

sub-	under, lesser in rank	subway
trans-	across, between 2 places	transcontinental
inter-	between, among	intermarry
super-	over, greater than	supercomputer
ex-	outside of	exchange
extra-	beyond	extraterrestrial
peri-	around	periphery
infra-	below	infrared

3. Size or Degree

arch-	highest, worst	arch-enemy
maxi-	highest, worst	maxi-rocket
mega-	highest, worst	megabytes
macro-	very large	macrostructure
super-	very large	superstructure
mini-	half, partly	miniskirt
micro-	very short or small	microscope
out-	do sth. better, faster, longer than	outlive
semi-	half, or partly	semicircle
hemi-	half, or partly	hemisphere
sur-	over and above	surcharge
sub-	lower than, less than	subhuman
over-	too much	overeat
under-	too little	undercook
hyper-	too, extremely	hyperventilate
ultra-	too, extremely	ultrathin