



普通高等教育“十一五”国家级规划教材

大学英语立体化网络化系列教材

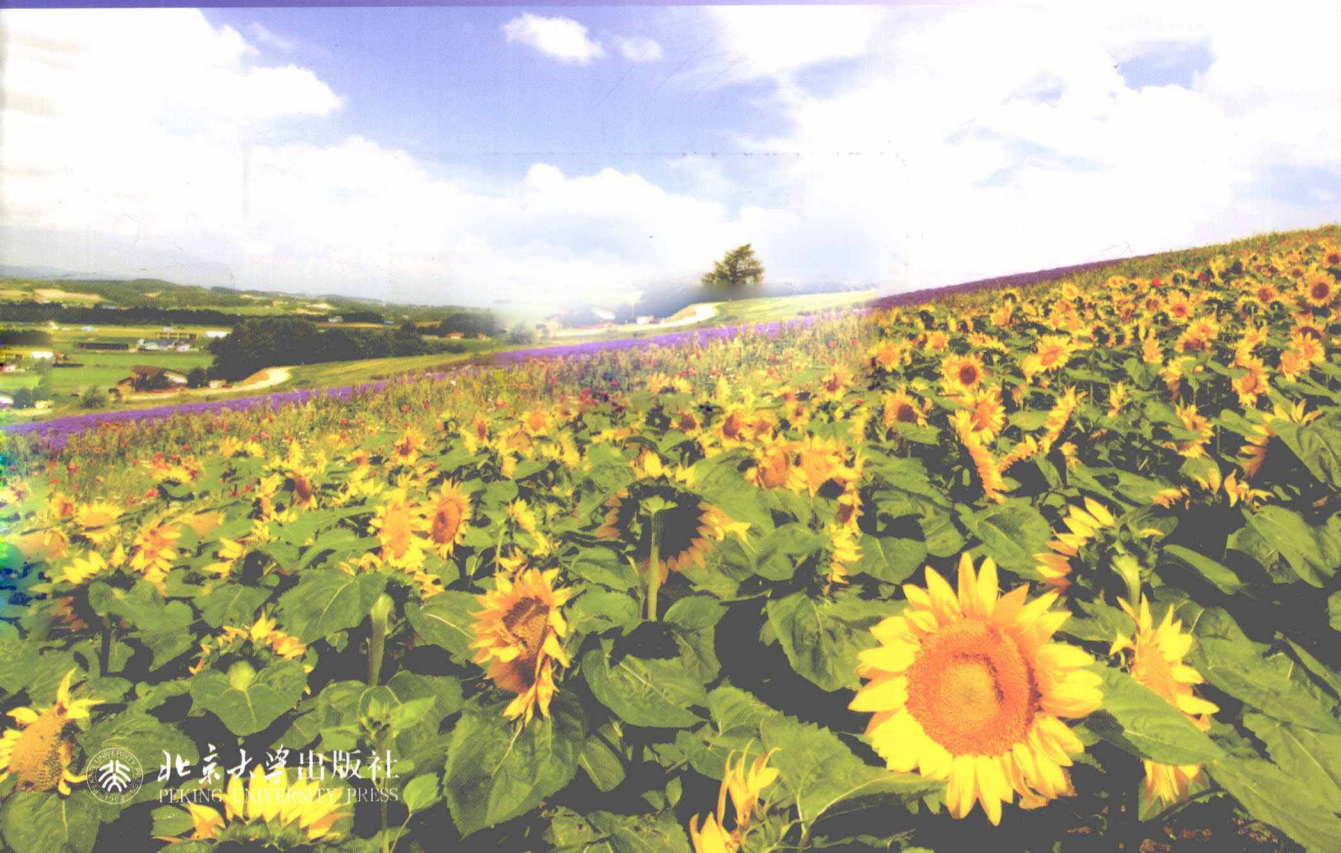
李 平 王 庆 / 总主编

下

# 大学英语快速阅读

张艳丽 / 主 编  
牟爱鹏 / 副主编

College English Fast Reading



北京大学出版社  
PEKING UNIVERSITY PRESS

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**图书在版编目(CIP)数据**

大学英语快速阅读(下)/张艳丽主编. —北京:北京大学出版社, 2011.10  
(大学英语立体化网络化系列教材)

ISBN 978-7-301-16669-7

I. 大… II. 张… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆CIP数据核字(2011)第209736号

**书 名:** 大学英语快速阅读(下)

**著作责任者:** 张艳丽 主编

**组稿编辑:** 刘 强

**责任编辑:** 孙 莹

**标准书号:** ISBN 978-7-301-16669-7/H·2962

**出版发行:** 北京大学出版社

**地 址:** 北京市海淀区成府路205号 100871

**网 址:** <http://www.pup.cn>

**电 话:** 邮购部 62752015 发行部 62750672 编辑部 62754382 出版部 62754962

**电子邮箱:** zpup@pup.pku.edu.cn

**印 刷 者:** 北京鑫海金澳胶印有限公司

**经 销 者:** 新华书店

787毫米×1092毫米 16开本 12.75印张 220千字

2011年10月第1版 2012年2月第2次印刷

**定 价:** 26.00元

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# 前言

《大学英语快速阅读》(上、下册)是根据教育部大学英语教学改革目标以及《大学英语课程教学要求》中对快速阅读能力的要求,参照最新大学英语四、六级考试模式和训练形式编写。全书(上、下册)共有120篇文章。每册分为四部分:技巧导航、篇章阅读、词语速查和练习答案。其中,“词语速查”是此次修订新增内容,目的是方便学生阅读时的生词查阅。本套教程在继承《大学英语快速阅读教程》(上、下册)的优点的基础上,在修订版的答案部分增加了“答案定位”,可以帮助学生快速找到答案依据。此外,本套教材更换了部分时代性更强、内容更新的文章。

本教程具有以下四大特点:

第一,注重能力培养。

本教程充分考虑到大学英语课程特点,突出学生自主学习能力的培养。专设了技巧导航章节。本着“管用,易懂,实用”的原则,归纳整理出常用快速阅读技巧,旨在帮助学生系统了解快速阅读的概念、要求和方法,以便在篇章阅读阶段中能够进行科学有效的自我快速阅读训练。

第二,选材丰富新颖。

本教程所选文章内容涵盖人文科学、社会科学和自然科学,题材多样,可读性强。文章体现出较强的知识性、科学性、趣味性和时代性,使学生在获取信息、训练自我的同时,还可以开阔视野、增强跨文化意识、提高素质、激励人生。

第三,内容编排系统。

本教程在编排上体现了循序渐进学习原则。首先,在技巧导航(I)介绍了快速阅读的相关知识,然后,在技巧导航(II)列举了常用阅读技巧,如猜词技巧等。篇章阅读部分的安排由浅入深、梯度合理,过渡适宜。练习设计也是先易后难。

第四,练习紧扣考试。

本教材将平时训练与考试模拟相结合,紧扣近几年四级考试中快速阅读部分的题型变化和要求。练习进一步突出阅读速度和要点理解。学生可以把日常训练与考试模拟合二为一,有一举两得之功效。

《大学英语快速阅读》可以作为各类高校大学英语快速阅读训练教材。

教程编写组

2011年7月

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# Unit 1

**Directions:** *In this unit, you will have 15 minutes to go over each passage quickly, and then do the exercises after each passage.*

## Text A

### The Seven Gifts

(1) Humans have no equals in the animal world. What special characteristics does nature give to humans? The story of the beginning of mankind takes us far, far back through time to a world entirely different from the world we know today. Looking back across hundreds of centuries we come to a time known as the Ice Age, a time when nearly half the world was locked in ice.

(2) The caps of ice that cover the north and south poles today spread right down over the Temperate Zone<sup>1</sup> then, nearly half-way to the equator<sup>2</sup>. In places the ice was a mile thick, and these regions could support no life. In Europe the only land where life was possible lay mainly to the south, around the Atlantic and Mediterranean shores, and even this land was cold, and barren<sup>3</sup>. There were hardly any woodlands, forests, except some small trees that were checked from full growth.

(3) Some of the first people like ourselves in the world lived side by side with some of the largest, fiercest animals in the earth's history. What's more, there were other dangerous animals such as cave bears and cave lions, and tigers and wolf packs that often attacked people.

(4) In such a world, how could people survive? Nature gave them no warm fur pelts against the cold, no swiftness<sup>4</sup> to escape any enemy, no weapons for fighting. If they crept<sup>5</sup> into a cave for shelter, the lion or bear that made its lair<sup>6</sup> there would tear them to pieces. Compared with the animals around them, men and women were poor, feeble creatures. They were thin-skinned, two-legged, unprotected against a bitter climate and a large number of natural enemies. They had no books to tell them what to do, no wagons for carrying, no plants in gardens, no cows for milk, no iron for instruments and weapons. Such things lay thousands of years away in the future, and these people could not even imagine them.

(5) Yet these distant ancestors of ours made a life for themselves in this rough, barren land and survived its dangers, for like fairy-tale heroes they had certain remarkable gifts—seven in number.



(6) Their first gift was that they stood erect, with head held high. They could see over tall grasses and rough, rocky ground. They could turn head and body and, with one swift glance, look in any direction to track the animals they hunted or to escape the animals that hunted them.

(7) Their second gift was linked to their first, and that was their two legs. They might not outrun any animals, but they could outwalk them all. They could track the game steadily and patiently for great distances, keeping the beasts moving, keeping them from grazing, until the animals and not the people were exhausted.

(8) From their upright<sup>7</sup> posture also came their third gift, their arms. The beasts had only forelegs, useful for running. But human beings had arms that could bend to many tasks. When they walked, their arms were free to carry and use a weapon, to transport the kill back to camp instead of having to eat their fill on the spot and then go hungry until the next successful hunt (as the animals did).

(9) Their fourth gift was their hands. The forelegs of animals ended in hoofs or claws, useful only for running and fighting. But the hands of men and women had four slender<sup>8</sup> and flexible<sup>9</sup> fingers and a short, strong thumb that moved opposite to the fingers. This meant that they could hold things. They could pick up a stone and use it as a hammer, a cutting tool, or a weapon.

(10) Their fifth gift was their vision. Both eyes were set at the front of the head and looked in the same direction. Because of this they could see in depth. Then could judge distances with great accuracy<sup>10</sup>. They could also focus their eyes on an object held up close and could see it sharply and clearly in every detail.

(11) The sixth and greatest gift was their human brain. The brain of these people was as large and as fully developed as our own. They could remember experiences from the past and learn from them for the future. They could plan, question, reason. They could discover ways to do things and to make things that would help protect them from the dangers of their world.

(12) Their seventh gift was a gift of that intelligent brain: it was the power of speech. Although the beasts could also communicate with each other by voice (using calls, signals, and warning cries), only people could communicate in words. Only men and women could call to their fellows to bring something, lift something, cut something. Only they could express themselves well enough to accomplish difficult tasks together. Only they could say where they had been, what they had seen and done. Only they could instruct their children in the complicated skills they must master, could explain beforehand about dangers they must avoid. They alone could pass on to the young the wisdom and experience of the old.

(13) Those seven gifts stood between the people of the Ice Age and the many dangers of their difficult world. There were other creatures that had one or several of these abilities, but no creatures on earth had them all, except humans.

(14) And so humanity survived. Because of the seven gifts that permitted them to

conquer a hostile<sup>11</sup> environment, the people of the Ice Age lived to produce children and to become the ancestors of today's men and women.

from *Reading Laboratory, Power Builder, 2b-9.*

(930 words)

### 【词语速查】

1. Temperate Zone		温带	2. equator	n.	赤道
3. barren	a.	荒芜的, 贫瘠的	4. swiftness	n.	敏捷
5. creep	vi.	爬行; 蹑手蹑脚地走	6. lair	n.	兽穴
7. upright	a.	直立的	8. slender	a.	细长的; 苗条的
9. flexible	a.	可弯曲的, 灵活的	10. accuracy	n.	精确, 准确性
11. hostile	a.	敌意的			

### Reading Comprehension

**Directions:** For questions 1-7, choose the best answer for each exercise. For questions 8-10, complete the sentences with the information given in the passage.

- The Ice Age can best be described as a time when \_\_\_\_\_.
  - very little life existed
  - man and animals had only wild plants to eat
  - caps of ice spread right down over the Temperate Zone
  - the Atlantic and Mediterranean shores were the only warm areas in the world
- The Ice Age was very difficult to live in because people \_\_\_\_\_.
  - had no houses, farms, or tools
  - were unable to keep animals from attacking them
  - were forced to eat wild plants 3 times a day
  - had no way to communicate with one another
- Man stood upright and could walk long distances. This enabled him to \_\_\_\_\_.
  - fight against fierce animals
  - outwalk any animals
  - carry food back to camp
  - walk away from sheets of ice
- The gift of hands allowed man to \_\_\_\_\_.
  - not only carry things, but also use tools
  - make tools
  - transport the kill back to camp
  - hunt the animals

5. The power of speech gave man each of the following except \_\_\_\_\_.  
A. the ability to communicate in words  
B. the means to explain complicated skills  
C. the ability to pass on wisdom and experience  
D. the means to avoid dangers
6. Which of the following statements is true?  
A. Humans survived the Ice Age while other animals did not.  
B. Humans could use tools while other animals could not.  
C. Humans had all the seven gifts while none of the other animals had them all.  
D. Humans could communicate with each other while other animals could not.
7. The sentence "Those seven gifts stood between ..." (1st sentence in Para. 13) means \_\_\_\_\_.  
A. the dangers of the Ice Age helped people develop their gifts  
B. the people of the Ice Age could stand before the many dangers of the world  
C. the gifts were what nature gave to humans  
D. the seven gifts helped the people of the Ice Age to survive the dangers
8. People were not exhausted when they tracked the animals because \_\_\_\_\_.  
9. Eyes set at the front of the head helped people \_\_\_\_\_.  
10. People could remember experiences and learn from them with the gift of \_\_\_\_\_.

## Text B

### Animal Language

(1) Some people say that human being are the only animals that have language. Is this true? It is a very difficult question to answer. A person must have a good definition<sup>1</sup> of "language". Different kinds of animals must be studied. Some animals certainly seem to have a communication system. That system may or may not be a language. For example, the bee has ways of telling other bees about food. The dolphin<sup>2</sup>, a kind of fish, has ways of giving information to other dolphins. The monkey, an animal that is similar to humans in many ways, can use a human language system. Does this mean animals have language? We will study each of these animals to try to answer this question.

(2) Bees do two kinds of dances to tell other bees of their discovery of food. First, there is a round dance. In this dance, the bee moves in a circle inside the hive<sup>3</sup>. The round dance is used when food is close by. The food must not be more than ten meters away. If a bee comes back and does a round dance, other bees know they must go out and look nearby for food. The bees also smell the bee that has found the food. The smell tells them what kind of flower to look for. After watching the round dance and smelling

the bee that has found the food, the other bees can find the food source.

(3) A second kind of dance done by the bees is a tail-wagging dance. In this dance, the bee wiggles<sup>4</sup> the end of its body as it moves in a straight line. The tail-wagging dance is used when the food is more than ten meters away. The bees know from the speed of the tail-wagging dance just how far away the food source is. The line the bee dances on shows the direction that the bees must fly in to find the food. In the tail-wagging dance, the bees also smell the bee that has found the food. The smell tells them what kind of flower to look for. After watching the tail-wagging dance and smelling the bee that has found the food, the other bees know three things. They know how far to fly, what direction to fly in, and what kinds of flowers to look for.

(4) The bees' communication system is extremely interesting. Each bee can tell all the other bees where to look for food. The bees can also tell one another if the food is especially good and how much of it there is. Karl von Frisch did an experiment with bees. He put a food source very high above the bee hive, and put a bee into the food. The bee returned to the hive and did the round dance, but none of the other bees could find the food. This suggests that bees do not really have a language. One bee could not tell the other bees the height of the food. One bee could not communicate this new information to the others.

(5) Dolphins, like bees, have been studied to see if they have a language. Although scientists have not studied the dolphin as carefully as they have studied the bee, they have made interesting discoveries. Many observations have been made. A few experiments with dolphins have been done. The dolphin has been studied because its general behavior is much like that of humans. For communication, however, the dolphin's system is much more limited than a person's. The dolphin has three kinds of calls or noises to tell other dolphins about food, danger, or other things.

(6) It seems that bees and dolphins communicate, but that they do not have language. It is much more difficult to decide whether monkeys have language. Monkeys are very intelligent and similar to humans. Because of this similarity<sup>5</sup>, some scientists in the late 1940s tried to teach a monkey named Viki to talk. After a year, Viki could only say a few words. Part of the problem with this experiment is that monkeys do not have the same kind of mouth and throat as humans. They are not really able to make human speech sounds. As a result, the experiment with Viki did not work well.

(7) In the mid-1960's other scientists tried to teach a monkey named Washoe to use a sign language. In a sign language, words are not spoken. Instead, signs are made with the hands. Many people who cannot speak or hear use this sign language. It seemed to be a better kind of language to teach to a monkey. After two years, Washoe could make thirty-four signs with her hands. For example, she could put three fingers next to her ear as a sign for her name, Washoe. She could also do two other things. First, she combined signs to make sentences. Second, she used one sign for all things of one kind, generalizing her use of the sign. The ability to combine and generalize is important in

language use.

(8) A third group of scientists have been working with a monkey named Lana in the past few years. Lana is being studied at the Yerkes Primate Research Center in the United States. The scientists who are working with Lana are studying her ability to make sentences. She makes sentences by pressing symbols on a computer board. Lana may ask the computer to give her food, water, or toys. She must press the symbols in a correct sentence order to get what she wants. Lana has learned to use the nearly 100 symbols on the computer board. She can also use the symbols on the computer to answer simple questions which the scientist asks, using the computer also. She has shown that she understands sentences in two ways. First, she can correct the word order in a sentence. If the scientist presses the symbols in the wrong order, Lana will press them correctly. Lana has also shown that different word orders have different meanings for her. Lana's achievements are quite amazing<sup>6</sup>. Does she have a language?

(9) Of course, the answer to this question depends on how "language" is defined. We may define language as any system for exchanging information. If this definition is used, then bees, dolphins, and monkeys all have a language. But language may be defined in another way. We may define language as a system for exchanging information by making new combinations<sup>7</sup> of symbols. If this definition is used, then bees and dolphins do not have a language, but monkeys may have one. Monkeys are clearly able to combine symbols in a human language that they have been taught. This is not their usual language, however.

(10) Animal language, then, is a very complex<sup>8</sup> thing. Many experiments are interesting because they tell us more about animals. They are also interesting because they may help us learn language. The system used to teach Washoe has helped some humans to learn language. These experiments are a help to humans. We really cannot say whether animals have language or not. Much more research will have to be done before we can be sure.

from *Readings in Contemporary Culture*  
(1187 words)

### 【词语速查】

1. definition	n.	定义	2. dolphin	n.	海豚
3. hive	n.	蜂房	4. wiggle	vt.	摆动
5. similarity	n.	相像性; 相似点	6. amazing	a.	令人惊异的
7. combination	n.	结合(体)	8. complex	a.	复杂的

**Reading Comprehension**

**Directions:** For questions 1-7, choose the best answer for each exercise. For questions 8-10, complete the sentences with the information given in the passage.

1. Bees can tell by their dances all of the following except \_\_\_\_\_.
  - A. the distance they have to cover to find the food
  - B. the exact position where they can find the food
  - C. the kind of food they can find
  - D. the direction in which they have to fly to find the food
2. Which of the following is true?
  - A. Dolphins are similar to human beings in their behavior.
  - B. Dolphin's communication system is much like that of human beings.
  - C. When dolphins communicate they use a language.
  - D. Dolphins can tell clearly about food, danger, or other things.
3. None of the experiments with monkeys can prove that monkeys have language because \_\_\_\_\_.
  - A. those monkeys are not clever enough
  - B. they were taught in a wrong way
  - C. they can never speak like human beings
  - D. we don't understand their language
4. We learn from scientists' experiments that monkeys are clever in language learning than other animals because \_\_\_\_\_.
  - A. they can learn computer language
  - B. they have the ability to produce simple human sounds
  - C. they are the only animals which understand human sign language
  - D. they have the ability to combine and generalize
5. The author means to tell us that \_\_\_\_\_.
  - A. it is a complicated matter to decide whether animals have language
  - B. experiments by the scientists have proved that animals don't have language
  - C. nothing has come out from the studies of animal language
  - D. it is hard to find a correct definition for language
6. We can infer from the essay that \_\_\_\_\_.
  - A. bees and dolphins have their communication systems
  - B. more scientists like to study bees than they study dolphins
  - C. the study of monkeys is much more difficult
  - D. monkeys are cleverer in learning language
7. The experiments on animals can indicate that \_\_\_\_\_.
  - A. scientists want to know more about animals
  - B. some humans will learn language with the help of the study
  - C. animals don't have language
  - D. it is difficult to decide whether monkeys have language



8. With the tail-wagging dance, the bees can tell others \_\_\_\_\_.
9. The monkey named Washoe could put three fingers next to her ear as a sign for \_\_\_\_\_.
10. Language can be defined as a system for exchanging information by \_\_\_\_\_.

## Text C

### Next Stop after Graduation

(1) China will see its 2.8 million soon-to-be graduates going job-hunting either at job fairs or online this year, an increase of 680,000 over the same time last year, according to the Ministry of Personnel. The number of college graduates will hit 3.2 million in 2005.

(2) Latest statistics show that there are still 700,000 college graduates in 2003 who have not yet landed a job. The country will have to offer more than 3 million new jobs to college graduates alone in 2004. College graduates have to face a tight job market.

(3) Confronted with the tough pressure of job-seeking, college graduates rack their brains<sup>1</sup> for a better future.

#### Expect a Right Employer

(4) November 20th is the first day granted by the Ministry of Education for employers to enter college campus for recruiting graduates. More than 40 companies and institutions attached to China Aerospace & Technology Corp. (CASC) held the first job fair in Tsinghua University. Graduates from Beijing Institute of Technology (BIT) and Beihang University (BUAA) as well as other colleges and universities of aerospace industry attended the fair.

(5) Fan Yang, an electronic engineering major graduate from Tsinghua University said, "I prefer to work firstly as I believe my competitiveness, and after the four-year study on campus I'm willing to apply what I learned to practice. The only thing I expect is a suitable employer, who can offer a favorable atmosphere for work."

(6) Fan Yang, a 22-year-old young man, showed his confidence for seeking job. Students like Fan accepted that they have to step into society sooner or later, the earlier they touch society, the earlier they gain professional experience.

(7) Most Chinese college students graduate in summer, but fearing the increasingly competitive labor market, many start their job-hunting half a year or even one year before their graduation.

#### Continue Study at Graduate Schools

(8) Zhu Xiaofeng, majoring in economics in North-west University in Xi'an, is a member of those who want to continue their studies at graduate schools. Zhu gets up at 6 a.m. every day and does not come back until 11:30 p.m. for preparing for the National Entrance Examination for MA/MS Candidates.

(9) Zhu said, "I'm fond of economics very much, and I want to deepen my knowledge of this field and do research work in future, so receiving further education is the priority for me."

(10) In 2003 there were 799,000 applicants participated in the examination in China, 27.7% up compared with the previous year, yet only 217,000 students were admitted to graduate schools eventually. Latest statistics show that the applicants this year increased 18.4% with a total number of 945,000.

### **Study Abroad**

(11) Compared with the busy graduates for job-hunting and examination preparation, still there are some students who enjoy a relatively leisure life. Wang Xinlei is one of them. As a senior journalism student in Shanghai International Studies University, Wang has had received the admission from Chicago University. Wang considered the media in the U.S. fully developed, and over there she could catch up with the latest development of modern media. A master degree plus experience in Western media circle will redound<sup>2</sup> to her career development later when she returns.

(12) Starting from the last decade in 20th century, a large proportion of graduates from prestigious<sup>3</sup> Chinese universities went to study abroad. The advanced education system and favorable career development environment in Western countries attracted thousands of talented Chinese students year after year. Statistics reveal that students studying abroad from Peking University, Tsinghua University and Fudan University, the top three in the interior of China, accounts for 20% to 30% of the total graduates annually.

(13) The high pressure of unemployment and low rate of admission to graduate schools make some college students consider that receiving Western education is nothing else but a good solution for their graduation.

(14) One once said that young people nowadays are luckier than their father generation because they have the right to determine their own future, while another said that these youngsters are more unfortunate since they don't know how to choose their future when facing more temptations.

(673 words)

### **【词语速查】**

1. rack one's brains

绞尽脑汁

2. redound

v.

有助于

3. prestigious

a.

有声望的

Reading Comprehension

Directions: For questions 1-8, 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.

- \_\_\_\_\_ 1. This passage gives a detailed account about the different choices by students of universities and colleges after they finish their studies.
- \_\_\_\_\_ 2. According to Fan Yang, an electronic engineering major graduate from Tsinghua University, to find a right employer means that he can get a satisfactory salary.
- \_\_\_\_\_ 3. Under the tough pressure of job-hunting, most Chinese college students start their job-seeking before their graduation.
- \_\_\_\_\_ 4. Zhu Xiaofeng, a student majoring in economics in North-west University in Xi'an, decided to receive further education of postgraduate because he wanted to avoid the competitive job-market.
- \_\_\_\_\_ 5. Only those of graduates from prestigious Chinese universities can have a chance to go abroad to study further.
- \_\_\_\_\_ 6. Many students believe that receiving Western education will definitely bring a better job in the future.
- \_\_\_\_\_ 7. When talking about the young graduates of universities and colleges, people hold different attitudes towards them.
- \_\_\_\_\_ 8. From this passage we can predict that the graduates of universities and colleges will face a tougher pressure of job-seeking.

For questions 9-14, complete the sentence with the information given in the passage.

9. The Ministry of Education has made a regulation that employing units can't be allowed to enter college campus for recruiting graduates before \_\_\_\_\_.
10. Fan Yang, a 22-year-old young college graduate, feels very \_\_\_\_\_ of finding a job, since he believes that the earlier he touches society, the earlier he gains professional experience.
11. Statistics showed that as many as 799,000 students \_\_\_\_\_ for participating in the entrance examination of postgraduate in 2003, 27.7% increase than last year.
12. In Comparison with the busy graduates for job-hunting and examination preparation, Wang Xinlei was lucky to be \_\_\_\_\_ into Chicago University for further study.
13. The advanced education system and favorable career development environment in Western countries have strong \_\_\_\_\_ for thousands of talented Chinese students to study there.
14. Some college students hold that receiving Western education is a good way to \_\_\_\_\_ the problem of employment for their graduation.