

英语专项强势培训系列丛书 总主编 陈 德



# 英语阅读教程

本册主编 张云凤 侯 静 马 友

英语专项培训用书

大学生、研究生、英语教师  
参加四六级等各类考试人员  
广大英语自学人员  
英语专项培训机构

中级



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西安交通大学出版社  
XI'AN JIAOTONG UNIVERSITY PRESS

English Reading

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# 英语阅读教程

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## 内 容 提 要

《新思维英语阅读教程》(中级)适合大学一、二年级学生或具有中级以上英语水平的自学者,本册由10个单元组成,每个单元包括3个阅读部分:仔细阅读、速读和开心一读。文章内容涉及当今热点话题,作业练习贴近考试内容,10套完整的考试阅读仿真试题、10篇供欣赏的精彩文章发挥出各自的功能,别具一格的学习路线图、开胃小品文、点睛之笔、自我评估等栏目巧妙地安排在各个单元的学习环节中,恰到好处地营造了轻松愉快的学习氛围。

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## 致读者

当今,图书市场英语阅读教材种类不胜枚举,令英语学习者在选购教材上大伤脑筋,因此选择到适合自己学习使用的教材必定在学习上会助您一臂之力。

由此看来,教材的重要性不言而喻,编著者自然责任重大。新的教材要想占有一席之地,得到读者的喜爱,必须有“新意”。所谓的“新意”就是要学会换位思考,设身处地的为教学者或自学者着想,体会他们在阅读过程中的心情、难点及困惑,了解他们都需要哪些方面的帮助,解决哪些方面的问题,用已故文学大师巴金先生的话说“把心交给读者”。

### 编著思路

《新思维英语阅读教程》系列教材就是在这样的思考下,孕育而生。细看它的风格,不难发现它是《新思维英语听说教程》(2003年由西安交通大学出版社出版)理念的推进,是“人性化”的教学中的进一步张扬,它力求把“枯燥”的教材注入生命的活力。确切地说,就是要让书中的每一个单元、每一个语言学习环节都赋予“亲和力”,使学生融入其中,充分享受学习中的乐趣,忘记因学习英语所留下的痛苦记忆,做到切实、有效地引领着学习者在苦与乐的平衡点上,扎扎实实、有滋有味地提高英语阅读水平。

### 如何使用

基于上述信念,《新思维英语阅读教程》为老师和同学们提供了一套既有扎实全面的阅读训练、又有实际考试应战和汲取各类信息的轻松活泼、令人耳目一新的英语阅读辅助性系列教材。《新思维英语阅读教程》由3册组成,即:初级、中级和高级。每册的课文内容涵盖生活中的主要方面,反映当前的热点话题,突出实效性和可读性。每册书既是系列丛书的一个部分,也可以独立使用,学生可根据自己的实际情况系统地学习或

以其中一册为起点自主学习。初、中级均由 10 个单元组成,高级由 8 个单元组成,每个单元分为 3 个部分,分别承载着不同的作用,细致有序地引导学习者同过阅读综合训练、阅读应试训练和阅读兴趣培养 3 部分,学习程度由浅入深,层层展开。为了方便教学或自学,每册均为教师和学习者提供了骨干课文译文和练习答案

第 1 部分为“仔细阅读”,它是每一个单元的核心部分,是提高英语阅读水平的关键,该部分突出语言技能的综合性和基础性训练。为了使学习者便于掌握所学的内容,我们设计的大部分习题均取自课文中的自然段落,从而在结构上形成了课文与练习的有机结合,浑然一体的学习风格,通过做围绕课文的练习题,达到对课文的理解、词汇的贯通和语法要点的领悟。各种练习环节将语言基本功如“细雨润物”般地渗透到学习者实际英语能力中。逐渐,学习者也在潜意识中领悟英语提高的真谛。

同时,我们设计了阅读理解练习题、词汇列表、高声朗读、词汇练习和语法温习等学习板块,学生可以通过多角度、多层次、举一反三地进行语言训练,巩固和积累已学得的知识,在不知不觉中熟谙课文,并通过模仿、熟读、记忆这些语言学习的必要过程,有效提高阅读水平。为了达到这一目标,该部分的课文、词汇表和朗读训练均配有优美纯正的美籍教师录音材料,学习者通过反复模仿录音材料,可加深对语言的驾驭能力,根治“聋哑”英语这一中国学习者的通病。

第 2 部分为“速读”,它是完成第 1 部分学习后的最直接、最真实的练习阶段。通过真题或模拟题的训练,学习者可以将第 1 部分学习到的语言综合知识及时地得到巩固和提高,同时也可以充分熟知考试题型、培养快速阅读习惯,提高应试能力,树立考试信心。

第 3 部分为“开心一读”,学习者可以在这个部分放下各种思想负担,轻松、自由、随心所欲地阅读,如同在家中看新闻,在街上看小报那样,阅读是因为兴趣,是为了放松自己,也可以说犒劳自己在前两部分所付出的辛勤劳动。为了轻松推进阅读过程,对文中的一些难词后面直接加以中文注释,读者可以一路顺畅地阅读,体会真正阅读所带来的快感。

## 闪亮之处

为了使学习者顺利完成每个单元的学习任务,我们创造性地开辟了有利于提高学习兴趣、加深阅读理解和增强记忆的特色栏目:

1. 学习路线图:每个单元的开篇之处,您会发现指引您学习方向的路线图,它清晰地指明本单元所要学习的主要内容和阶段,起到提纲挈领的作用。

2. 开胃导读:顾名思义,它的用意就是帮助读者在阅读正文前,激起阅读下文的渴望,缓解因为阅读英语文章带来的紧张情绪。通过优美、激扬、夸张和诙谐的中英文叙述,为您在阅读前搭建起想象的空间。

3. 文化注脚:为学习者提供与文章有关的文化背景知识,扫除文章中因地名、人名和机构组织而影响阅读理解的障碍,减轻读者自己查阅资料的负担。

4. 难点评述:将文章的疑难句挑选出来,从语法角度对其进行分析,找出句中难以理解的关键词,并以此触类旁通,提高语言敏感度,学会遇到长句、难句从何下手。

5. 点睛之笔:中文与英文在表达方式上存在很大差异,有些词语不能对等翻译和理解,只能“只可意会,不可言传”,但是它们又同时承载着一种无法替代的语言神韵。本栏目有选择地将阅读文章中的经典词句进行简述,以馈赠读者。

6. 教学提示:为了配合实际教学,我们根据本书的特点和通常的语言教学规律,给出了教学建议,以供使用本书的教师参考,并提供相关的网站资源,便于进一步扩展知识面。

7. 自我评估:学生通过自我评估栏目的测试结果,了解自我掌握情况,及时发现问题,调整学习进度,做到学习上有的放矢。

## 读者对象

《新思维英语阅读教程》初级是为具有初级以上英语水平的学习者编写,具体地说尤其适用于将要考大学的高3学生或大中专在校生。本册文章的词汇量为2000左右的常见单词。通过学习,学生可以掌握日常生活中的基本词汇、短语、基本语法概念,养成良好的阅读习惯,从而顺利通

过英语高考、职称英语考试或专升本英语考试。

《新思维英语阅读教程》中级是为具有中级英语水平和在校的大一或大二英语学习者编写,文章内容多为实用文或说明文,具有较强的实用性,词汇量在 3000 至 4000 之间。通过学习本册,学习者可以较为顺利地通过英语四级阅读考试,并为今后英语水平的进一步提高打下基础。

《新思维英语阅读教程》高级是为具有中高级英语水平的学习者编写,文章内容源自美国报刊、杂志。题材以论说文为主,词汇量 5000 至 6000。本册所选文章内容都具有相当深度。通过学习,学习者在可以扩大知识视野的同时,也会发现平时令人头疼的六级英语中的阅读文章或非英语专业研究生英语入学考试中得阅读文章不再那么可怕,因为本册中的文章主题和内容尽量接近实际应试中的文章。

### 编著人员

《新思维英语阅读教程》的编著人员均是从事大学英语教学数年的英语老师,有丰富的教学经验和教学特长,熟知当今英语学习的关键点,了解学生在阅读中存在的主要问题。特别要说明的是:第 1 册(初级)1 至 5 单元由张萍负责编著,6 至 10 单元由马晓宇编著;第 2 册(中级)1 至 5 单元由张云凤编著,6 至 10 单元由侯静编著;第 3 册(高级)1 至 4 单元由艾格平编著,5 至 8 单元由陈蓉编著;第 1 册 1 至 10 单元至第 2 册 1 至 5 单元由马友翻译、编排习题答案;第 2 册 6 至 10 单元至第 3 册 1 至 8 单元由王晓燕翻译编排习题答案,特此说明。

另外,我们在编写过程中,参考了一些国内外的图书、报刊、杂志和网站文章,在此表示感谢。

最后,我们还要感谢西安交通大学出版社一直以来给予的大力支持,还要感谢西安交通大学出版社英语策划编辑王晓芬为此书的出版给予的策划思想和在出版过程中的辛勤工作和指导。

主编 陈德

2006 年 6 月于古城西安

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# UNIT 1

## Student Life

### 恰同学少年

### ——打工经历

Learning Roadmap  
学习路线图

- Reading Comprehension
- Vocabulary Building
- Reading Practice
- Eye-catching
- Reading Strategy
- Self-evaluation

#### I. Pre-reading Questions 先导提问

1. Do you think society is a big classroom?
2. Why do students work as part-timers?
3. Have you ever taken part-time jobs? If you have, say something about your experience.

#### II. Appetizer for Reading 开胃导读

As a student, you may hope to take a part-time job to subsidize high tuition or accumulate social experience. You may expect that it will be enjoyable. But the experience could be different from your anticipation. No matter what, it will be a reward.

作为学生,或许你期望通过假期的打工来帮助你缴纳高昂的学费,或许你期待着通过工作积累丰富的社会经验,或许你仅仅抱着一份新奇用它来打发无聊的时间。可是,你可能想象不到的是,等待你的未必如你所期盼,也许你收获的是辛酸,是疲劳,甚至是屈辱……但不管这段经历是苦、是甜、是酸、是涩,你肯定能收获一份名为“体验”的宝贵财富。

## Section A Careful Reading 细读

(Suggested time: 9 minutes each time)

### Factory Life — A Student's Experience

- Para. 1 This summer, like many students, I took a job in a small factory to help *subsidize* my university *grant* during the coming term. Having just left school, I had never had a fulltime job before and so I was quite looking forward to it. I decided to work for 8 weeks and thought it might even prove to be quite enjoyable. Here I made my biggest mistake ever!
- Para. 2 I **dutifully** turned up one cold morning in July at 8 a. m. , all ready to start work. The factory produces bleach and washing-up liquid. My first job was to feed empty plastic bottles onto the assembly line. The conveyor belt was divided into **compartments** and one bottle had to go in each compartment.
- Para. 3 As the belt was moving very fast, I could hardly keep up with it, and, spilling bottles in all directions, I shouted over the din to the supervisor, "What happens when you miss one?" Back came the grim reply "You never miss one!" Oh well, only another 7 and 1/2 hours. . .
- Para. 4 The next day I was moved into the bleach department where I made up cardboard boxes and helped to fill them with full bottles of bleach. I found the sharp cardboard often cut into my hands and wrists and that the cuts were soon filled with bleach which splashed over the bottles. Ironically the bottles themselves carried the warning: "if splashed onto clothing or skin, wash immediately! " Of course the assembly line didn't stop when I wanted to wash the bleach from my cuts!
- Para. 5 Eventually I was given a pair of gloves, but these were only cotton and were in **shreds** by the end of the day. Also the plastic apron I had been given provided no protection for my clothes.

- Para. 6 I walked home on the 2nd day, coughing because of the bleach fumes, my ears still ringing from the noise and my hands stinging. My enthusiasm was definitely **wavering**.
- Para. 7 During this first week, other "exciting" jobs I was given included taking hot bottles from a printing machine (no gloves provided) and taking heavy boxes full of bottles from one end of the factory to the other. By the end of the week I was exhausted and **bruised** and received for my troubles just over £ 17 (this was without paying tax).
- Para. 8 Talking to the regular workers, I found that they considered my week quite a nice one as I had at least had some variety. Many of them had done the same boring job year after year. One girl had been there for 9 years and her only job 8 hours a day was to put tops on bottles as they came past her on a conveyor belt. She couldn't even sit down. I was told that she was mentally **retarded**. Whether this was the case before she started her job is another question!
- Para. 9 In my second week I was put in the department where the bottles were made. Here the machines *were liable to jam up* and some even caught fire. When my machine jammed up I was casually told to put my hand in and pull out the hot plastic!
- Para. 10 Many new parts were needed for the machines but the mechanic told me that a lot of the machines were German and some were very old, so that it was either too expensive or impossible to get new parts.
- Para. 11 Meanwhile the machines constantly broke down or went wrong so that the workers spent most of their time endangering themselves by trying to work with them. During the short time that I have been there, there has been one broken leg, and injured arm and many burns.
- Para. 12 As a lot of production is lost through the inefficiency of these machines the management makes up for this by increasing the speed of the machines and the assembly lines until it is very difficult for the workers to keep up with them. Also in this department, there were two other mentally retarded people; one young girl who could not keep up with her machine at all, and one old **bloke** who often got caught up in wires and things whilst trying to clean the machines.



Para. 13 The temperatures rose during the summer, **ventilation** proved totally inadequate and we were working in temperatures well over 90 (fahrenheit) degrees. As if this was not bad enough, one day a leak developed in the main bleach container and the fumes were just **overwhelming**. For the first time in the history of the factory the workers downed tools.

Para. 14 The management was amazed and quite unable to cope with the situation. Perhaps they thought their sleepy town was immune from such “nonsense”—they were in for a surprise! Unfortunately a large number of workers (nearly all of them women and a lot of them part-timers) were not members of the union and without this strength behind them, the workers were soon persuaded to return to work. But these workers learned a lot from that very short strike, and I feel sure that many of them will now join the union.

Para. 15 Now I am finishing work this week and I feel that in 8 weeks in the factory I have learnt much more about the nature of our society than I ever did in 7 years in a grammar school. A lot of what I saw and experienced I should like to forget, but that is not possible as during my 5th week I managed to sit on some boiling hot plastic which had spilled from the machine. So now I can never forget the factory—I am **branded** for life!

(931 words)

## Vocabulary Building 词汇列表

1. dutiful /'dʒʊ:titʃl/ *adj.* showing proper respect and obedience 守本分的, 顺从的  
dutifully *adv.*
2. compartment /kəm'pɑ:t'mənt/ *n.* separated section 分隔间
3. shred /'ʃred/ *n.* (1) a small narrow piece torn or roughly cut off 破布, 碎片  
(2) a smallest piece; bit 少量, 些微
4. waver /'weivə/ *v.* to be uncertain in movement or decision 摇摆, 动摇

5. bruise /bru:z/ *v.* injure something by discoloring 碰伤, 擦伤
6. retard /ri'ta:d/ *v.* delay or slow 延迟, 迟缓
7. bloke /bləuk/ *n.* fellow [俚语] 家伙
8. ventilation /ventileiʃən/ *n.* 通风设备
9. overwhelm /'əuvəwelm/ *v.* (1) to cover completely and suddenly 覆盖, 淹没  
(2) to make (someone) completely helpless 使(某人)不能自持, 不知所措

### Cultural Notes 文化注脚

美国是世界上教育事业最发达的国家之一。美国教育体系早在其建国时就初具规模, 经过 200 多年的发展和逐步完善, 形成了今天的初等教育(elementary education)、中等教育(secondary school education)和高等教育(higher education)三级体制。在美国多数小学(elementary/primary school)实行六年制教育, 也有实行四年或八年制教育的小学。四年制或八年制小学通常把小学与初中(junior middle school)或高中(senior middle school)直接挂通起来。美国高等院校(college/university)半数以上是私立的。在美国, 学生 18 岁高中毕业后不需要通过大学入学考试就能升入高等院校学习, 60% 以上的高中毕业生都能进大学继续深造。成绩优秀的学生可以优先进入好的大学学习。

### Comments on Difficult Points 难点评述

1. "... I took a job in a small factory to help subsidize my university grant during the coming term." (Para. 1)  
"subsidize" 在本句中意思是补贴。"grant" 在此为名词, 意为助学金。  
e. g. *She finds it difficult to live on her grant.*
2. "Here the machines were liable to jam up and some even caught fire." (Para. 9)  
*be liable to*: 易于……的; 易受……之害的  
e. g. *This part of town is liable to flooding.*  
*jam up*: to get stuck 发生故障, 卡住
3. "So now I can never forget the factory — I am branded for life!" (Para. 15)

brand: 打上烙印

e. g. *The cattle are branded with the farm's initials.*

*His unhappy childhood has branded him for life.*

## Reading Comprehension 阅读理解

### Multiple Choice Questions.

1. How did the author think about the job before he really started it?
  - A. He was looking forward to the new job.
  - B. He had expected the hardness of the job.
  - C. He thought it might be enjoyable.
  - D. Both A and C
2. The author's first job was to \_\_\_\_\_.
  - A. empty plastic bottles onto the assembly line
  - B. put empty bottles into compartment on the assembly line
  - C. produce bleach and washing-up liquid
  - D. feed bleach and washing-up liquid into plastic bottles
3. Why did the author use quotation marks on the word "exciting" (Para. 7)?
  - A. He used it for irony.
  - B. He used it for emphasis.
  - C. The word "exciting" was quoted from someone else.
  - D. There is no special meaning in it.
4. Compared with the regular workers in the factory, the author's job \_\_\_\_\_.
  - A. was more boring
  - B. was not so desirable as he had to work for 9 hours a day
  - C. at least had some variety
  - D. was hard
5. During his second week he \_\_\_\_\_.
  - A. found his work dangerous
  - B. was used to the job
  - C. found his job more interesting than the previous one
  - D. spent his time filling plastic bottles with jam