

安徽省高等学校“十一五”省级规划教材

# 新编大学英语 阅读教程

第2册



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刘东楼

NEW COLLEGE ENGLISH READING COURSE

安徽大学出版社

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# 前 言

为很快适应和落实教育部最近颁发的《大学英语课程教学要求》,深化教学改革,培养学生的英语综合应用能力,满足新时期国家对人才的需要;更为了结合我省学生的实际情况,我们依据《全国大学英语四级考试样卷》新题型,组织具有丰富的教学经验、多次参加新题型培训的一线教师编写了这套阅读理解专项教材。希望本套书能在进一步提高我省外语教学质量方面做一点贡献。

本教材旨在培养学生正确的阅读习惯,提高学生的阅读速度和阅读理解能力。在选材时注重内容的可读性、趣味性、知识性、时代性、语言文字的规范性和文体的多样性。课文大多数选自英美原著、正式出版的英文报刊杂志等。

本套教材共分四册,每册分阅读技巧和十个单元,每单元分两部分:第一部分为快速阅读,含一篇短文,共10题,1-4题为是非判断题,5-7题为选择题,8-10题为句子填空题,即完成句子;第二部分为仔细阅读,含三篇短文,第一篇为选词填空,共10题,从所给的15个词中选10个词填空。后两篇为单项选择,每篇5题,共10题。

使用本教材时,应注意以下几点:

1. 让学生养成先了解问题后读文章的良好习惯,做到有的放矢,以达到提高阅读速度和准确率的效果。

2. 学生阅读时不能查词典,如有生词,可根据上下文和构词法进行猜测以确定词义,或直接跳过那些不影响理解的生词。

3. 学生应注意培养边阅读、边理解、边记忆的良好习惯。读完课文即做练习;做练习时,不再翻阅已读过的课文。

4. 学生应在建议时间内快速读完文章,较准确地完成课后练习。

编 者

2009年8月

# CONTENTS

阅读技巧	.....	(1)
Unit One	Part I .....	(5)
	Part II .....	(9)
Unit Two	Part I .....	(15)
	Part II .....	(19)
Unit Three	Part I .....	(24)
	Part II .....	(28)
Unit Four	Part I .....	(34)
	Part II .....	(37)
Unit Five	Part I .....	(43)
	Part II .....	(46)
Unit Six	Part I .....	(51)
	Part II .....	(55)
Unit Seven	Part I .....	(61)
	Part II .....	(64)
Unit Eight	Part I .....	(70)
	Part II .....	(73)
Unit Nine	Part I .....	(79)
	Part II .....	(82)
Unit Ten	Part I .....	(88)
	Part II .....	(91)
Key to Units	.....	(97)

## ● 阅读技巧 ●

### ➔ 事实细节题

细节题是测试学生获取信息及对文章提供的信息的理解能力,但文章的细节并不是孤立的,它们是服务于中心思想并且是相互联系的。做这类题要求找出事实与特定细节,但题干和选项的表达一般都不采用语篇中的原话,而使用同义的词语。有时选项会原封不动地取自文章语句的某一部分,但可能由于语境不同或因其修饰词不同而产生不同含义,致使考生理解错误。细节题的提问顺序一般和文章的结构一致,文章中先出现的先提问,后出现的后提问,掌握这一原则,考生能迅速在文章中找到答案。对此类题型,考生可以首先从问题中找到关键词,然后以此为线索,运用略读及查阅的技巧在文中迅速寻找和这一细节相关的信息,找到“信息源”后再把这一部分内容仔细阅读一遍,仔细比较所给选项与文中细节一点一滴的区别,在准确理解细节的前提下,最后确定最佳答案。

### ➔ 细节题的命题方法

1. 列举处是指用 First(ly), Second(ly), Third(ly), Finally; Not only... but also; Then; in addition; Further more; Moreover; Above all; On one hand... on the other hand 等表示顺承关系的词语列举出的事实。要求考生从列举出的内容中,选出符合题干要求的答案项。

2. 常用具体的例子打比方,句中常用由 as, such as, for example, for instance, take... as an example 等引导的短语或句子作为例证,这些例句或比喻就成为提问的焦点。

3. 常对转折处的内容进行提问。转折一般通过 however, but, yet, in fact 等词语来引导。强调对比常由 like, unlike, until, not so much... as 等词语引

导。

4. 有时直接用 wh-提问, 例如 Which of the following statements is true/ false?  
Which of the following is mentioned/not mentioned?

What time does the writer think is...

5. 引用人物论断处。

6. 特殊标点符号后的内容: 破折号、括号、冒号、引号等。

## ► 事实细节题解题思路

和推理题截然相反, 细节题的答案可直接在文章中找到。不过要求考生要先看清题干, 带着问题复读文章, 详读与题干相关的细节, 理顺思路与文章的脉络, 即只读你认为重要的细节部分, 抓住关键词, 找到定位句, 其他可略过不读。换句话说, 你可运用寻读策略, 不过分强调全文的统一理解, 只要按文章顺序跳跃式地寻找有关具体内容, 加以仔细阅读理解, 即可找出答案。

在近年阅读理解试题中, 细节题占有很大的比例。一般来说, 此类题目属直接解答性问题, 是阅读理解题中最简单的一种, 多数属于中低难度的送分题。但由于所占的比例很大, 应特别引起注意。

## ► 解题时, 考生应注意

1. 回答问题时, 不能以自己的主观感情、背景知识进行回答, 而应该以文章为准。

2. 解题的第一步是先读题——确定题目问的是什么, 已知的信息有哪些。要特别注意如 not true, be not included, be not mentioned, all the following except 等否定表达, 避免因马虎造成的判断失误。

3. 解题的第二步一般是定位——根据题目中的关键词句对应到文章的相应部分。定位过程中要注意理解同义词和近义词及意思相近的细节内容的转换。

4. 当涉及有关数目、时间、价格等数字为选择项时, 需要根据文章中的有关内容或问题的要求进行严密的计算。不能以文章中直接给出的数字进行回答, 以免产生错误。

5. 有时候正确的选项与干扰项之间只有一词之差, 或题干句上的信息与选项中的信息只是一词之差。这时就要高度注意词与词之间的差别, 仔细阅

读原文,切忌盲目作答。

6. 利用排除法确认答案:

(1) 说法过于绝对的选项一般不是答案。

(2) 有些选项与原文的陈述十分相像,但与原文表达的意思相反,偷换概念。

(3) 虽符合常理但与文章内容无关的选项一般不是答案。

(4) 把文章中 A 的特点加在 B 身上,张冠李戴。

### 【例题 1】

Brazil has become one of the developing world's great success at reducing population growth—but more by accident than design. While countries such as India have made joint efforts to reduce birth rates, Brazil has had better result without really trying, says George Martine at Harvard.

According to the passage, Brazil has cut back its population growth \_\_\_\_\_.

A. by educating its citizens

B. by careful family planning

C. by developing TV programs

D. by chance.

But 后面是重点,不难看出答案应为 D。作者在文章中经常用 but, yet, however, though 等来连接前后的句子。作者用这类转折语气的连接词向读者传达的信息重点是在 but 等词后面的句子中。这也是细节题的命题重点之一。你如果能将 but 等词后面表达的意思作为更加重要的信息来看待,就能把握住答案。

### 【例题 2】

The World Trade Center was hit by two planes and it fell in a short time later on September 11th.

Here is some hijacking(劫持) information.

American and United airlines both said two of their planes had been hijacked and crashed.

American said its planes were carrying a total of 156 people. One was a Boston-Los Angeles flight. An FBI man said the former, a Boeing 767, hit one of the Trade Center towers; the latter, a Boeing 757, hit the Pentagon.

Two United airliners with a total of 110 aboard also crashed—a Boeing 757



outside Pittsburgh, the other, a Boeing 767, into the Trade Center.

What kind of planes hit the World Trade Center?

- A. A Boeing 757 and a Boeing 767.      B. Two planes both Boeing 757.  
C. Two planes both Boeing 767.      D. Two planes from New York.

许多学生看了第4段就开始做题了,他们在 Pentagon(五角大楼)意义不清时(即细节对应尚还模糊的时候)就判定此段中一架 Boeing 767 及一架 Boeing 757 为撞击大楼的飞机,从而选择了 A 项。而依据下一段中的“the other, a Boeing 767, into the Trade Centre.”不难看出答案应为 C。

### 【例题 3】

The well-mannered Englishman at table holds and keeps his knife in his right hand, his fork in the left, cuts his meat and presses his vegetables into his fork. The well-mannered American first cuts up all his meat, then places his knife down on the right of his plate. Takes his fork in his right hand and with his fork lifts the food to the mouth. He will have coffee half way through his dinner before the pudding. The Englishman drinks his coffee after the dinner. And, of course, Americans are coffee-drinkers rather than tea-drinkers. The Englishman would be shocked at the American's idea of how tea should be made.

A well-mannered American \_\_\_\_\_.

- A. holds his knife in his right hand all the time at table  
B. doesn't use a knife during his meals  
C. places his knife down on the right of his hand  
D. uses his knife only once during his dinner

此题出错的考生多选 C 为答案,而正确答案为 D。对照原文可知 C 的错误在于忽略了 on the right of his hand 与 on the right of his plate 的区别,依据“place his knife down...”可知刀不可能是放在手上的。此题考生的错误在于重视了细节中的左与右的区别,忽略了 plate 与 hand 的细微区别。



# Unit One



## Part I

### Reading Comprehension ( Skimming and Scanning ) (15 minutes)

**Directions:** *In this part, you will have 15 minutes to go over the passage quickly and answer the questions.*

*For questions 1-4, 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.*

*For questions 5-7, choose the best answer from the four choices marked A, B, C, and D.*

*For questions 8-10, complete the sentences with the information given in the passage.*

### Adjusting to Life as a Transfer Student

Though you have done extensive research into picking the “right” school, you may still find that the college you chose is not like what you had expected. It’s very likely that you chose your current school with no intention of transferring, but later you found that something didn’t quite fit—perhaps the cost, the social life, or the academic program. It’s okay if you have to transfer—nearly 30% of college students actually do. In fact, if you have decided to transfer (with good reasons, we hope), you should feel happy for recognizing what you don’t want. However, the grass is not always greener on the other side and there are certain aspects of transferring to a new school that you should spend some time considering. Generally speaking, we can categorize these into academic and student life adjustments.

## Academic Adjustments

Academic adjustments mainly involve what academic life will be like once you're enrolled and the courses that will transfer from your previous school. While these are separate issues, they do have a bearing on one another. For example, many of the classes from your current school may not transfer and you will find yourself in a situation where your classes amount to reviewing materials you've learned before.

Certainly if academic life is the primary reason for transferring, then acquiring information in such aspects as major, the size and availability of classes, academic advising, and career counseling will help you cope better with the future academic life in the new school. As for transferring courses, every transfer student should make sense of the following questions:

- What GPA (grade point average) do I need to transfer?
- Will my GPA at my old school transfer?
- How many credits can transfer?
- What is the maximum number of credits I can transfer?
- Are certain courses required in order to transfer?
- What grade do I have to get in a course for it to transfer? Will a "D" transfer?
- If courses do not transfer, what happens to them?

In most cases, the first place to go to find answers is the transfer admission counselors. If they don't have the answers to your questions, they will direct you to the faculty or staff members that do.

## Student Life Adjustments

Of the two general challenges you face in transferring to a new school, student life is the harder one. Why? For the most part, you can actually get a good understanding of academic life prior to enrolling at the school. Student life is a bit different—often it is not until you actually get there that you understand the social aspects of your new school.

If there is one common change in student life in recent years, it is the focus on issues that result from transferring from one school to another. Many

colleges have become far more aware of it and have taken measures to reduce the anxiety students might feel about transferring. Generally speaking, it is not uncommon for students to feel isolated and disconnected from the student body at their new school. Many a question if transferring was the right thing to do. Some will focus simply on getting their degree, denying themselves of one important element of college life—interaction with the peers which often form the basis of long-lasting friendships.

While it's unlikely to eliminate all the potential challenges and difficulties, you can decrease the likelihood of them happening by taking the following steps:

### 1. Take Advantage of Orientation (迎新会)

It's not too much to say that the transfer orientation is more important than freshmen orientation that you attended at the initial school. During the transfer orientation, you will get to meet representatives from the university briefing on a variety of topics concerning student life. This is a great opportunity to build relationships that will help make the changes smoother. Do not neglect the orientation and think that you've "been there and done that". It is a new environment, and having as much information about life there is of critical importance.

### 2. Reach Out to Student Organizations

When you transfer from one school to another, you are entering a world where many friendships have already been formed. Putting yourself into this new environment is often a challenge for transfer students. One of the ways to face it is to connect with students in campus organizations. Doing so gives you common topics with your new peers and can often lead to long-time friendships.

1. ( ) This passage centers on adapting oneself to life as a freshman student.
2. ( ) To transfer from one school to another, you should prepare enough money.
3. ( ) There are generally two aspects for a transfer student to consider: academic and student life adjustments.

4. (    ) When transferring to a new school, students should have a clear idea about GPA, credits and grade required for transferring courses.
5. When you have questions about transferring , you should \_\_\_\_\_.  
A. go to ask the transfer admission counselors first  
B. go directly to the director of the faculty  
C. visit anyone of the staff members of the faculty  
D. consult your lawyer immediately
6. If you are going to transfer to a new school, you should get to know \_\_\_\_\_.  
A. how to study harder than before  
B. that you may have a long way to go  
C. that it's more difficult to be adjusted to student life than to academic life  
D. how to be obligated to obey the new school regulations
7. According to the last paragraph of the passage, which of the following is TRUE?  
A. In general, transferring students will integrate easily with the student body at their new school.  
B. In most cases, transfer students need comparatively long time to merge into the new environment.  
C. The student thinks as long as he can transfer to the elite school, the friendship among his peers has nothing to do with him.  
D. It is extremely important for a transfer student to be top in academic life.
8. Many colleges have taken measures to \_\_\_\_\_ transfer students might have.
9. Transfer students should pay great attention to \_\_\_\_\_ which is more important than freshman orientation.
10. Connecting with students in school organizations can help transfer students know their new peers and lead to \_\_\_\_\_.

**Reading Comprehension (Reading in Depth) (25 minutes)****Section A**

**Directions:** *In this section, there is a 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. You may not use any of the words in the bank more than once.*

Business and government leaders also consider the inflation rate to be an important general indicator. Inflation is a period of increased 11 that causes rapid rises in prices. When your money buys fewer goods so that you get 12 for the same amount of money as before, inflation is the problem. There is a general rise in the price of goods and services. Your money buys less. Sometimes people describe inflation as a(n) 13 when “a dollar is not worth a dollar anymore.”

Inflation is a problem for all consumers. People who live on a fixed income are hurt the 14. Retired people, for instance, cannot 15 on an increase in income as prices rise. Elderly people who do not work face serious problems in stretching their incomes to 16 their needs in time of inflation. Retirement income or any fixed income usually does not rise as fast as prices. Many retired people must cut their spending to keep up with rising prices. In many cases, they must stop buying some necessary items, such as food and clothing. Even for working people whose incomes are going up, inflation can be a problem. The 17 of living goes up, too. People who work must have even more money to keep up their standard of living. Just buying the things they need costs more. When incomes do not keep 18 with rising prices, the standard of living goes down. People may be earning the same amount of money, but they are not living as well because they are



not able to buy as many goods and services.

Government units gather information about prices in our economy and publish it as price indexes by which the rate of change can be determined. A price index measures changes in prices using the prices for a 19 year as the base. The base price is set at 100, and the other prices are reported as a percentage of the base price. A price index makes 20 possible to compare current prices of typical consumer goods, for example, with prices of the same goods in previous years.

A. count

B. it

C. demanding

D. time

E. obtain

F. less

G. given

H. meet

I. best

J. pace

K. most

L. standard

M. cost

N. that

O. spending

## Section B

**Directions:** *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice.*

### Passage One

In the United States, it is important to be on time, or punctual, for an appointment, a class, a meeting, etc. However, this may not be true in all countries. An American professor discovered this difference while teaching a class in a Brazilian( 巴西的 ) university. The two-hour class was scheduled to begin at 10 A. M. and end at 12. On the first day, when the professor

arrived on time, no one was in the classroom. Many students came after 10 A. M. Several arrived after 10:30 A. M. Two students came after 11 A. M. Although all the students greeted the professor as they arrived, few apologized for their lateness. Were these students being rude? He decided to study the students' behavior.

The professor talked to American and Brazilian students about lateness in both an informal and a formal situation at a lunch with a friend and in a university calls, respectively. He gave them an example and asked them how they would react. If they had a lunch appointment with a friend, the average American student defined lateness as 19 minutes after the agreed time. On the other hand, the average Brazilian student felt the friend was late after 33 minutes.

In an American university, students are expected to arrive at the appointed hour. In contrast, in Brazil, neither the teacher nor the students always arrive at the appointed hour. Classes not only begin at the scheduled time in the United States, but also end at the scheduled time. In the Brazilian class, only a few students left the class at 12:00; many remained past 12:30 to discuss the class and ask more questions. While arriving late may not be very important in Brazil, neither is staying late.

21. The word "punctual" most probably means \_\_\_\_\_.  
A. leaving soon after class  
B. coming early  
C. arriving a few minutes late  
D. being on time
22. Why did the professor study the Brazilian students' behavior?  
A. He felt puzzled at the students' being late.  
B. He felt angry at the students' rudeness.  
C. He wanted to make the students come on time later.  
D. He wanted to collect data for one of his studies.
23. It can be inferred from the professor's study of lateness in the informal



situation that \_\_\_\_\_.

- A. American students will become impatient if their friend is five minutes late
- B. neither Brazilian nor American students like being late in social gatherings
- C. being late in one culture may not be considered so in another culture
- D. Brazilian students will not come thirty-three minutes after the agreed time

24. From the last paragraph we know that in Brazil \_\_\_\_\_.

- A. it is important to arrive at the appointed time
- B. it is rude to keep the professor staying after calls
- C. it is normal for students to leave during lectures
- D. it is acceptable for professors to be late for class

25. What is the main idea of this passage?

- A. It is important to be on time for class in the United States.
- B. The importance of being on time differs among cultures.
- C. People learn the importance of time from the culture they are in.
- D. Students being late for class should explain the reason to their teacher.

## Passage Two

There are few things that confuse me more than fashion. If I ran the world, I would be able to get away with wearing the same T-shirt and worn jeans everyday. But it seems, like almost everything, fashion refuses to follow my rules.

When I entered Lehigh as a freshman, it became painfully obvious that I was lagging behind in wardrobe compared to the average student. Thirteen years of Catholic schooling had left me accustomed to walking up and dressing in the same drab dress attire without even the slightest thought of fashion. A few shirts and sweaters got me through weekends and I never worried about what to wear during the week. Once I left the sheltered Catholic school lifestyle, I was confronted with daily reminder how little I knew about fashion.

Eventually it became clear to me that I wanted absolutely nothing to do with the world of fashion. I still dread going to the mall just to buy a common