

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 1 册



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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

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● ————— 阅 读 技 巧 ————— ●

阅读能力是衡量掌握语言综合能力的一项重要标志。阅读既是一种语言活动,又是一种思维活动,是一种把语言符号通过心理认知转换成思维符号的复杂过程。其实质就是从书面材料中提取和加工信息,从而尽可能准确而全面地获取阅读材料的意义。

阅读理解本身是一个复杂的过程,其中不仅要求读者熟练地运用自己已掌握的如词、句和语法等语言形式进行表面理解,还要求读者能有效地运用不同的阅读策略从文章中提取必要的信息。阅读理解中,要求运用语言技能理解文章中的词语(如根据上下文猜测词和短语的意思)、理解句间关系(如原因、结果、目的、比较等)、理解篇章(如运用词汇及语法承接手段来理解篇章各部分之间的关系)等。

阅读测试通过阅读行为来测试一个人的阅读能力,实际上就是测试其阅读技能的掌握程度。

大学英语四级考试大纲(2006 修订版)规定,阅读理解部分包括仔细阅读(Reading in Depth)和快速阅读(Skimmming and Scanning),测试学生通过阅读获取书面信息的能力;所占分值比例为 35%,其中仔细阅读部分 25%,快速阅读部分 10%。仔细阅读部分除了测试篇章阅读理解外,还包括对篇章语境中的词汇理解的测试;快速阅读部分则综合测试各种快速阅读的技能,考察考生对于单词所处语言环境的理解,如完形填空中根据上下文填词;改错中包含了对英语语法的考核。同时,篇章问答和句子翻译也在对语言的整体把握和运用方面提了更高的要求。英语阅读测试考查阅读技能,而熟练的英语读者能够借助阅读策略较好地展示自己的阅读技能。

➔ 语义辨析题

又称词汇辨义或单词辨义题。

阅读理解中的推测词汇意义属于语义题,语义题涉及的词语主要是语境中的语义和指代,即:词组短语、生僻单词、旧词新义、指代性名词或代词等。其目的并非测试词汇量,而是运用语言技能理解文章中的词语。

➔ 语义辨析题的命题方法

语义辨析题的题型虽然很多,但下面列举的是最常见的题型。

1. The word (phrase, expression) "... " most probably means/ stands for/ suggests _____.
2. By "... " the writer (probably) means _____.
3. The word "... " in the... sentence / line refers to / means _____.
4. The word (phrase, expression) "... " can best be replaced by/ is closest to _____.
5. According to the passage, what is _____?
6. As used in the passage/From the passage, the word (phrase, expression) "... " suggests/ is known as _____.
7. By "... " the writer (probably, /roughly/nearly) indicates _____.
8. The writer uses the word (phrase, expression) to illustrate/refers to _____.
9. What does the author probably mean by "... " in paragraph...
10. From the passage, we can infer that the word "... " means _____.
11. Which of the following pairs are synonyms?
12. The definition "... " applies to what key word in the passage?

➔ 语义辨析题解题思路

词汇是阅读理解中的最小语义单位,命题目的在于考查考生转述(paraphrase)或解释(explain)某个词或语句在特定场合下的特定含义的能力。该题型要求不仅能够理解原文,而且要明确表达意义。

阅读时通过利用上下文各种已知信息推测判断某些词汇或短语的词义是读者必须掌握的一项阅读技巧,同时也是阅读理解测试的基本解决方法和最重要的技能之一。词汇语义能力主要取决于读者已经掌握的词汇量,熟悉英语语言结构的程度,各种常识与经验,以及逻辑推理的能力等。

1. 根据定义/解释猜测词义

有些文章常常采取直接定义或释义的方法,来解释说明生词的词义。常见的词语有:means, that is, refers to, can be defined as 等。

【例题1】

Such experiences are not unusual for the amateur conchologists, people who collect shells.

conchologists 的意思可以根据该词后面的同位解释“people who collect shells”,理解为“收集贝壳的人或贝壳收藏家”。

2. 根据复述猜测词义

复述也是一种解释方式,即换用不同的词语重新表达同一内容。复述部分可以是单词、短语、句子等。常见的表达方式有:or, in other words, that is, that is to say, i. e. 等。

3. 利用文中举例猜测词义

恰当的举例能更清楚、更生动地表达词义,有助于认识生词。常见的表达方式有:for example/instance, such as, as... as..., like 等。

4. 利用标点符号

可以运用标点符号(破折号、小括号、冒号)了解词汇或句子的含义。这些标点符号有助于更进一步地解释前面的信息。

5. 利用逻辑关系信号词

逻辑关系散布在文章的句子内部、句句之间,以及段落之间。这些词语不仅有助于理清文章发展脉络,作出有效的判断和填写,而且有助于词义的推测。掌握各种关系的信号词(signal words)是分析逻辑关系的捷径,常见的最基本的表示逻辑关系信号词如下:

(1) 因果关系:therefore, hence, consequently, as a result, because, for, due to, owing to, thanks to, since, as, so, then, accordingly, thus...

(2) 并列、递进关系:and, or, then, in addition, besides, in other words, moreover, also, too, not only... but also; furthermore...

(3) 转折、让步关系:but, still, yet, however, though, no matter, nevertheless, unlike, in spite of, despite...

(4) 对比关系:in contrast, on the contrary, just as, while...

【例题2】

In the past the world seemed to run in an orderly way. Now, however, everything

seems to be in a state of turmoil.

此句中,以信号词 however 为线索,可以看出作者把现在的事情与过去相比,过去是“in an orderly way”,而现在是“in a state of turmoil”,过去是秩序井然,那么现在则是相反,那就是一片混乱。

6. 根据普通常识、生活经验和逻辑推理推测生词词义

在阅读的过程中,如遇到生词,读者有时可以根据自身的直接或间接的经验,或运用已有的常识将其推测出来。

【例题3】

When a doctor performs an operation on a patient, he usually gives an anaesthetic to make him unconscious, because he does not want his patient to feel pain or to know what is happening to him.

一般具有一点医学常识的人都知道,医生在给病人动手术之前,为了减轻病人的痛苦,往往给病人注射麻醉剂使病人失去知觉后再动手术。所以“anaesthetic”一词的意思应该是“麻醉剂”。

7. 根据构词法识别生词

掌握英语单词的构词法,能帮助读者认识生词,并举一反三,成倍地扩大词汇量。



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, you will choose one of the best answers from the four choices marked A, B, C and D.

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

The Pleasures of Reading

All the wisdom of the ages, all the stories that have delighted mankind for centuries, are easily and cheaply available to all of us within the covers of books—but we must know how to avail ourselves of this treasure and how to get the most of from it. The most unfortunate people in the world are those who never discovered how satisfying it is to read good books.

I am most interested in people, in meeting them and finding out about them. Some of the most remarkable people I've met existed only in a writer's imagination, then on the pages of his book, and then, again, in my imagination. I've found in books new friends, new societies, and new words.

If I am interested in people, others are interested not so much in who as in how. *Who* in the books includes everybody from science-fiction superman two

hundred centuries in the future all way back to the first figures in history; *How* covers everything from the ingenious (独创的、巧妙的) explanations of Sherlock Holmes to the discoveries of science and ways of teaching manners to children.

Reading is a pleasure of the mind, which means that it is a little like a sport: your eagerness and knowledge and quickness make you a good reader. Reading is fun, not because the writer is telling you something, but because it makes your mind work. Your own imagination works along with the author's or even goes beyond his. Your experience, compared with his, brings you to the same or different conclusions, and your ideas develop as you understand his.

Every book stands by itself, like a one-family house, but books in a library are like houses in a city. Although they are separate, together they all add up to something; they are connected with each other and with other cities. The same ideas, or related ones, turn up in different places; the human problems that repeat themselves in life repeat themselves in literature, but with different solutions according to different writings at different times. Books influence each other; they link the past, the present and the future and have their own generations, like families. Wherever you start reading you connect yourself with one of the families of ideas, and, in the long run, you not only find out about the world and the people in it; you find out about yourself, too.

Reading can only be fun if you expect it to be. If you concentrate on books somebody tells you "ought" to read, you probably won't have fun. But if you put down a book you don't like and try another till you find one that means something to you, and then relax with it, you will almost certainly have a good time—and if you become, as a result of reading, better, wiser, kinder, or more gentle, you won't have suffered during the process.

1. () The passage mainly tells us that we can find pleasures from reading books.

2. () Books are a treasure for mankind because they can bring wisdom and stories to us in an easy and cheap way.
3. () According to the passage, the luckiest person in the world is the one who can get good books.
4. () The books that the author is most interested in reading are science fictions.
5. Which of the following is NOT included in what the author has found in books?
A. new words B. new friends C. new houses D. new societies
6. To be a good reader, according to the passage, you have to be _____.
A. eager, slow and knowledgeable B. eager, quick and knowledgeable
C. eager, slow and patient D. slow, knowledgeable and quick
7. Reading is fun _____.
A. because your own imagination sometimes goes beyond the author's
B. because reading makes your mind work
C. because your ideas develop further as you understand the author's ideas
D. because of the three reasons mentioned in A, B, and C.
8. Although every books stands by itself, together they all _____ something.
9. Books link the past, the present and the future and have their _____, like families.
10. _____ the book you find that means something to you, and you will certainly enjoy yourself.



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.*

It is said that there are about 40 000 different kinds of jobs in the world. Choosing the right one itself is a difficult job. “Finding a job” is not the same as “choosing a job”. Many young people 11 up in a job which they are not suitable for. “Chance” may play a more important part than “decision”. Here are a few 12 to help you think about jobs which you might enjoy doing after school or university.

First, it is important to 13 what kind of person you are, which special 14 make you different from everyone else and what you are interested in. There is a 15 between an interest and a skill. If you like art and enjoy looking at pictures, that is an 16. But if you can draw a horse that looks like a horse instead of a big dog, that is a skill.

Then ask yourself this question: in the 17 three areas—skills with people, skills with information and skills with things—which are your best skills?

After examining your skills, the 18 step is research. To find out as many different kinds of jobs as possible, go to the library and read books, magazines and newspapers. Ask your friends about the work they do.

Finally, trust your own ideas and your own 19! It is your own life, so find something that you 20 doing.

A. realize

B. enjoy

C. recognize

D. end

E. following

F. difference

G. qualities

H. subsequent

I. feature

J. similarity

K. thinking

L. interest

M. next

N. skill

O. steps

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

If you want to teach your children how to say sorry, you must be good at saying it yourself, especially to your own children. But how you say it can be quite tricky.

If you say to your children "I'm sorry I got angry with you, but..." what follows that "but" can render the apology ineffective: "I had a bad day" or "your noise was giving me a headache" leaves the child who has been injured feeling that he should be apologizing for his bad behavior in expecting an apology.

Another method by which people appear to apologize without actually doing so is to say "I'm sorry you're upset"; this suggests that you are somehow at fault for allowing yourself to get upset by what the other person has done.

Then there is the general, all covering apology, which avoids the necessity of identifying a specific act that was particularly hurtful or insulting, and which the person who is apologizing should promise never to do again. Saying "I'm useless as a parent" does not commit a person to any specific improvement.

These pseudo-apologies(假道歉)are used by people who believe saying sorry shows weakness. Parents who wish to teach their children to apologize should see it as a sign of strength, and therefore not resort to these pseudo-apologies.

But even when presented with examples of genuine condition, children still need help to become aware of the complexities of saying sorry. A three-year-old might need help in understanding that other children feel pain just as he does, and that hitting a playmate over the head with a heavy toy requires an apology. A six-year-old might need reminding that spoiling other children's expectations can require an apology. A 12-year-old might need to be shown that raiding the biscuit tin without asking permission is acceptable, but that borrowing a parent's clothes without permission is not.

21. If a parent adds "but" to an apology, _____.
A. he does not feel that he should have apologized
B. the child may feel that he owes his father an apology
C. the child may find the apology easier to accept
D. he does not realize that the child has been hurt
22. According to the author, saying "I'm sorry you're upset" most probably means _____.
A. you have good reason to get upset
B. I'm at fault for making you upset
C. I apologize for hurting your feelings
D. I'm aware you're upset, but I'm not to blame
23. It is not advisable to use the general, all-covering apology because _____.
A. it is vague and ineffective
B. it gets one into the habit of making empty promises
C. it may make the other person feel guilty
D. it is hurtful and insulting
24. We learn from the last paragraph that in teaching children to say sorry _____.
A. the complexities involved should be ignored

- B. their ages should be taken into account
 - C. parents need to set them a good example
 - D. parents should be patient and tolerant
25. It can be inferred from the passage that apologizing properly is _____.
- A. a social issue calling for immediate attention
 - B. not necessary among family members
 - C. not as simple as it seems
 - D. a sign of social progress

Passage Two

What is your favorite color? Do you like yellow, orange, or red? If you do, you must be an optimist, a leader, an active person who enjoys life, people and excitement. Do you prefer grays and blues? Then you are probably quiet, shy, and you would rather follow than lead. You tend to be a pessimist. At least, this is what psychologists tell us, and they should know, because they have been seriously studying the meaning of colors preference, as well as the effect that colors have on human beings. They tell us, among other facts, that we do not choose our favorite color as we grow up—we are born with our preference. If you happen to love brown, you did so, as soon as you opened your eyes, or at least as soon as you could see clearly.

Colors do influence our moods—there is no doubt about it. A yellow room makes most people feel more cheerful and more relaxed than a dark green one; and a red dress brings warmth and cheer to the saddest winter day. On the other hand, black is depressing. A black bridge over the Thames River, near London, used to be the scene of more suicides than any other bridge in the area—until it was repaired green. The number of suicide attempts immediately fell sharply; perhaps it would have fallen even more if the bridge had been done in pink or baby blue.

Light and bright colors make people not only happier but more active. It is an established fact that factory workers work better, harder, and have fewer accidents when their machines are painted orange rather than black or grey.

26. The passage mainly tells us that _____.
A. different colors mean different things
B. colors may influence people's mood
C. different colors mean different things and they may influence people's mood
D. people are born with color preference
27. "You would rather follow than lead" (Line 4 , Para 1) means _____.
A. you are neither quiet nor shy
B. you would be a member rather than a leader
C. you are not pessimistic
D. you would be a leader rather than a follower
28. If one does not enjoy life , one is sure to prefer _____.
A. red to yellow
B. blue to orange
C. black to red
D. green to yellow
29. Which of the following is true , according to the passage?
A. People's preference of one color to another is instinct.
B. People's preference of one color to another is acquired as they grow up.
C. More people happen to love brown because they saw something brown when they were born.
D. Colors have little influence on our moods.
30. Those who committed suicide preferred the bridge over the Thames River near London to others because of _____.
A. its shape
B. its structure
C. its building materials
D. its color