

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 4 册



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莫 瑞

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，1-3题为是非判断题，4-7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 —————●

➔ 主旨题

用很短的语言高度概括一篇文章或一段或几段文章的主题思想。主旨题又称中心思想题。

➔ 主旨归纳题的命题方式

阅读理解主旨归纳题一般有以下 3 种命题形式：

1. Main idea 型

该类型问的是文字的主要内容,选项形式为陈述句,其答案体现在主题句或融于全文中。

2. Purpose 型

该类型问的是作者的写作目的,及写此文要收到的“言后之果”或“言后之意”,选项形式为动宾结构,其答案在文章中。回答此问题必须搞懂全文的主旨大意,在了解大意的基础上洞察写作意图,答题的基点应从文章整体出发。

3. Main topic 型

对于此类试题,第一步是找出概括文章中心思想的主题句,但主题句原文本身不能成为主旨题的答案,考生还需将主题句重新归纳总结。否则,照抄原句是要扣分的。然而,并不是所有的主旨类试题都能在原文中找到主题句。对于原文中没有提供主题句的主旨题,就需要考生概括对文章的理解,自己归纳总结出答案。

➔ 主旨题题干的特点和表现形式

1. The main idea of this passage is _____.

2. The passage tells us _____.

3. Which of the following statements best expresses the main idea of the passage?
4. Which of the following statements best summarizes the author's main idea?
5. Which of the following statements best states the theme of the passage?
6. The subject matter of this selection is _____.
7. The passage mainly discusses _____.
8. This passage illustrates _____.
9. This paragraph centers/focuses on _____.
10. The passage mainly deals with _____.
11. The passage is mainly/chiefly concerned with _____.
12. The author's purpose in writing this passage is _____.
13. What is the passage mainly about?
14. Which of the following titles best describes the content of the passage?
15. The best title for this passage would be _____.
16. The key point of the passage is that _____.
17. The article was written to explain _____.
18. What conclusion can be drawn from the passage?
19. This passage is intended to _____.
20. The passage is probably _____.

➔ 主旨题解题方法

从理论上讲,主旨题是 CET4 各类题型中要求最高的题型。它要求考生看完文章后,能对文章的大概框架作一个宏观把握,从而解答后面的题目。但是把握文章框架对很多考生来说,是不能轻易做到的。庆幸的是,CET4 中的一般文章,都可以直接找到文章主题句,或者是找到可以体现文章主题的句子或单词。议论文和说明文的主题句往往出现在首尾段或首尾句,所以考生要关注首尾段结论性的语言。另外,第一段转折性的语言,通常也能体现作者的观点。但有些文章(如记叙文)根本就没有明确的主题句。这时,考生必须凭借对文章的理解、总结或体会作者的用意而归纳出主题句。

下列方法有利于学生在阅读过程中把握文章的主题:

1. 表达主题或主旨的句子概括性往往高于周围其他句子。
2. 作者有意识反复重述的观点通常是主题或主旨。
3. 在主题句中往往有一些提示性文字,如: in short, therefore, thus,

however, but, I suggest/believe 等。

4. 首段出现疑问句时,对该段的回答即是主旨。

具体操作:

1. 确定选项的中心词,再作选择。

2. 根据动词选择。如 the primary purpose of the passage is to 后面的动词为 contrast, compare, argue against, give an example, 由此可以判断文章是否在进行正反的比较,所以用动词进行判断比较准确、迅速。

3. 运用排除法。

干扰项的特点:

1. 虽覆盖了全文的意思,但显得太笼统。

2. 其内容显得太窄,不能覆盖全文内容,只是文章内容的一部分,或只是文章中的一个细枝末节。

3. 与文章内容不相干,或与文字内容相悖。

➔ 主旨题注意点

如果是考文章主题,那么正确答案一定具有概括性和结论性,过分肯定、有绝对意义的词、就事论事、细节鲜明等的选项肯定是错的。

【例题 1】

What is the author's purpose in writing this article?

A. To justify the study of the Boston University Medical Center.

B. To stress the importance of maintaining proper weight.

C. To support the statement made by York Onnen.

D. To show the most effective way to lose weight.

这四个选项中,可以发现 A 和 C 里面包含十分具体的信息“the Boston University Medical Center”和“York Onnen”,这就是利用原文中的具体话题或某个细节内容而设计的干扰选项。

值得注意的是很多干扰选项是以“以偏概全”的形式出现的,所以分析时要注意正确答案的全面概括性。而利用扩大主题的范围来设计干扰选项的方式,在 CET4 试题中相对较少。干扰项也可能是文章中的直接引语。

➔ 观点态度题

顾名思义,观点态度题是指作者对一个问题、一件事或一个人的所作所为

所持的观点、态度:是支持、同情和赞扬,还是反对和批判;是喜欢,还是厌恶等。

➡ 态度题题干的特点和表现形式

态度题的一般提问方式有:

1. The author's main purpose in this passage is _____.
2. The author's purpose of writing this passage is _____.
3. In this passage the author's attitude toward... could be described as _____.
4. What's the author's attitude towards _____.
5. The author probably feels that _____.
6. The author appears to feel that _____.
7. In this passage the author looks on... with an attitude of _____.
8. What is the tone of the passage?

➡ 选择项的特点

一般有以下3种情况:

1. 褒义词

positive, support, useful, interesting, enthusiasm, admiring...

2. 中性词

indifferent, impassive, uninterested, ambivalent, neutral, apathetic, humor, disinterested, subjective, puzzled, biased...

3. 贬义词

critical, negative, tolerant, disappointed, ironic...

➡ 态度题解题方法

从原则上来讲,态度题的考查目的是弄清楚作者对一个中心话题的看法,也可以得知作者对某一具体细节的态度,但是从历年考题类型来看,CET4 阅读更加注重考查文章的中心话题。所以,对于态度题,经过仔细阅读,考生可以通过文章主题来判断作者的态度。

【例题2】

It's no secret that many children would be healthier and happier with the

adoptive parents than with their biological parents. (原文首句)

The author's attitude towards the judge's ruling could be described as _____.

A. doubtful B. critical C. cautious D. supportive

全文首句可以体现文章讨论的中心话题,它明确道出了作者的观点:有时小孩与养父母在一起比与亲生父母在一起更好。而句中 judge's ruling 的结果就是把小孩判给了养父,所以作者一定会持支持态度,故选 D。

还可以根据文章中的有典型贬褒含义的词汇来判断。如果文中有 might be, perhaps, somewhat, 那么作者的态度可能是谨慎的(cautious)。

➡ 态度题注意点

考生应该熟练掌握在态度题中经常出现的单词,如 positive, negative, optimistic, pessimistic, approving, concerned, objective, compromise 等。另外,从以前四级考试的情况来看,作者的态度一般是或褒或贬,或乐观或担忧,选中性单词一般为错误答案。



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 1-3, 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 4-7, 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.

Some Americans start their workday fifteen minutes after they wake up. Some even stay in their nightclothes. These people are among a growing number who work from home at least one day a month. Some even do this every day. This way of working is called telecommuting or teleworking. Telecommuters do not always work from home.

They might go to an office, but still it is away from their main place of employment.

The idea of telecommuting by computer goes back more than thirty years. For a while, it did not gain as much popularity as its supporters had expected. Then came the 1990s, and the rise of the personal computer and the Internet. Today, telecommuting is gaining much wider acceptance.

In 1997, about 12 million people in the United States worked at home at least one day a month. That is what researchers found. Research done in August

of 2005 found a much different situation. More than 45 million people had worked from home at some time during the past month.

Government Computer News reported in December on the popularity of teleworking among federal employees. That publication told about a study by the United States Office of Personnel Management. The study found that more than 140 000 federal workers took part in telecommuting in 2004. That was up from about 73 000 in April of 2001. Eight percent of federal civilian workers now telecommute.

Federal law requires most government agencies to establish a telecommuting policy. Telecommuting is especially popular in the departments of Defense, Treasury, Justice, and Health and Human services.

Telecommuting can also increase the employment of disabled workers, as President Bush called for in 2003. And it may be important for continuing government operations in times of severe weather, or an emergency like a terrorist attack.

Of course, not everyone could telecommute and still get their jobs done. Could a plumber fix a broken pipe from home? Maybe—by guiding someone else through the repairs. But many people have jobs that seem natural for teleworking.

Experts say lawyers, computer programmers and college professors are often good candidates. So are people like financial advisers, tax experts and online teachers.

But the idea of telecommuting does not appeal to everyone. Some people do not want to mix home and office life. Some fear that if they telecommute, they will not make progress in their organizations. They fear they may become less important to their employers.

Employers may or may not provide equipment for work at home. And tying into an employer's computer system may not always be easy.

But many people want to telecommute. They welcome it as recognition of good work and dependability. It saves the time and cost of traveling to and from work. In some cases, having employees work from home can reduce tension in the workplace. It can give workers more freedom, so they feel more

control over their lives. They can better decide how to balance work and family needs. For parents, that can mean fewer worries about children home alone.

Some telecommuters say having permission to work from home makes them better workers. They might feel the need to work harder and communicate more with their supervisors.

Some employers may have their suspicions about telecommuting. But many managers say they are pleased with it. They note that it can reduce the need for office space, and even cut down on employee absences. People who might make others sick if they came to work might still be well enough to work from home.

Experts say telecommuting can help organizations keep good workers who live far from the office, or want to move out of the area. It can also help when the office itself moves.

Some unions have concerns about telecommuting. They worry that it might make enforcing work rules or conditions more difficult if people are away from the workplace. One union said it was unfair to other workers that telecommuters did not have to travel to the office.

Concerns about telecommuting extend beyond union issues. Employees who have to stay in the office might feel hostility toward those who are able to work from home.

Or they might feel that a telecommuter is not working hard enough—or never did enough to earn the right to work from home. And what happens if there is a crisis that suddenly requires more people than are in the office to deal with it?

These are all issues that employers and employees must think about. Another is information security. There may be worries about the stealing of information from a telecommuter's home or computer. Experts, however, say good planning can reduce that risk, just as it can in an office.

One of the first telecommuters in the United States may have been the president of a bank in Boston, Massachusetts. In 1877 he began to use a

telephone line that operated from his home to his bank.

But it took many years for modern teleworking to develop. It also took a rocket scientist.

Jack Nilles is called the father of telecommuting and teleworking. Mister Nilles was educated as a scientist and engineer. He led the design process for several space vehicles and communications systems for NASA and the Air Force.

In recent years, many companies have moved customer service operations out of a central office. Instead, they use customer service agents who work at home. These workers often take orders for products and services, anything from airplane tickets to flowers to health plans. The pay is not high, but the people have more control over their hours. Many have young children or older family members who need care.

Today, telecommuting is not only changing how Americans work. It is also changing how a lot of people live.

1. () In 2001, more than 140 000 federal workers telecommute.
2. () Lawyers, computer programmers and financial advisers can work from home.
3. () Employees who worry about children home alone welcome telecommuting.
4. We can learn from the passage that telecommuters _____.
 - A. seldom work at home
 - B. often work at home
 - C. never work at home
 - D. can't work at home
5. At the very beginning, _____.
 - A. people were aware of the existence of telecommuting
 - B. people supported telecommuting very much
 - C. people were very interested in telecommuting and wanted to try
 - D. telecommuting did not gain enough support
6. People didn't know anything about telecommuting until _____.
 - A. 15 years ago
 - B. 30 years ago
 - C. 50 years ago
 - D. 60 years ago

7. In the world, who may have been thought to be the first to telecommute ?
 - A. The president of a bank.
 - B. Jack Niles.
 - C. Not mentioned in the passage.
 - D. An official in the Department of Defense.
8. Telecommuting means _____.
9. With the rise of _____, telecommuting began to be widely accepted.
10. Employers may worry about _____ from a telecommuter's home or computer.

**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.*

The journey two divers made some time ago to the very deepest point on the earth makes us realize how much of the world still remains to be 11. The two men went down seven miles to the 12 of the Pacific Ocean inside a small steel ball to find out if there are any ocean currents or signs of life.

It was 13 to set out early, so that the ball would come to the surface in daylight, and be easily found by the mother ship which would be waiting for it. The divers began preparations early in the morning and soon afterwards, when all was 14, the steel ball disappeared under the surface of the water.

The divers felt as if they were going down steps as they passed through warm and cold layers of water. In time, the temperature dropped to 15 point. They kept in touch with the mother ship by telephone telling how they felt. Then at a depth of 3 000 feet, the telephone stopped working and they were 16 from the outside world. All went well until some four hours later at 30 000 feet, the men were 17 by a loud, cracking noise: even the smallest hole in the ball would have meant instant death. Luckily, 18, it was only one of the outer windows that had broken. Soon afterwards, the ball touched the soft ocean floor raising a big cloud of "dust" made up of small dead sea-creatures. Here, powerful lights lit up the dark water and the men were surprised to see fish 19 just above them quite untroubled by the

great water-pressure. But they did not dare to leave the lights on for long, as the heat from them would make the water boil. Quite 20, the telephone began working again and the faint but clear voices of the divers were heard on the mother ship seven miles away. After a stay of thirty minutes the men began their journey up, arriving three hours later, cold and wet through, but none the worse for their experience.

- | | |
|---------------|-----------------|
| A. operated | I. cut off |
| B. discovered | J. difficult |
| C. thus | K. freezing |
| D. swimming | L. necessary |
| E. take off | M. ready |
| F. bottom | N. unexpectedly |
| G. frightened | O. though |
| H. shocking | |

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 October 1949 the United Nations brought a number of specialists on food to Geneva, to discuss the problems of eating habits and food supplies to peoples throughout the world. One problem that interested the specialists particularly was a form of illness, about which little was known among the children in Africa.

Two doctors were chosen to make the study. They flew to Africa and during the next two months visited ten countries. They found that serious