

根据教育部

《大学英语课程教学要求》编写

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普通高等院校大学英语“十一五”重点规划教材

College English Reading Course

Student's Book

大学英语阅读教程 **IV**

西北工业大学出版社

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【内容简介】《大学英语阅读教程(I~IV)》是高等学校非英语专业的阅读教材,旨在帮助大学生尽快适应大学英语阅读的模式及难度,为最终突破大学英语四、六级阅读难关打下坚实的基础。各分册均有12个单元,每单元均包含4篇文章:1篇快速阅读、1篇选词填空仔细阅读、2篇多项选择仔细阅读,并配有词汇、注释及其练习。

本教程可作为高等学校英语阅读教材,尤其适合在校大学生备考大学英语四、六级使用,同时对自学者提高英语阅读能力也大有裨益。

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前言

为了适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需求,教育部2005年9月公布了大学英语四、六级考试题型改革的新题型,同时,改革分数的报告形式,由原来的100分制改为710分制。其主要目的是使得该项考试更能准确地考查我国在校大学生的英语综合应用能力。

这次大学英语四、六级考试题型改革无论是从深度还是广度上都是史无前例的。然而,比较新旧题型中阅读理解所占的比重,我们不难发现其变化甚微,只是在考查方式上变得多样化了。从单纯的考查仔细阅读能力变为现在综合考查阅读能力,既考查仔细阅读能力,也考查快速阅读能力,同时还考查大学生通过上下文推测词义和内容的能力。现代外语教育理论认为,阅读能力是增强英语综合应用能力的基础,是提高学生外语文化素质的桥梁。阅读能力的提高,必定会深层次地提高学习者的跨文化交际能力和文化素质。

基于此,为了便于大学生尽快适应大学英语四、六级考试新题型,充分提高他们的阅读理解能力和综合应用能力,我们悉心研究了《大学英语课程教学要求(试行)》和《全国大学英语四、六级考试改革方案(试行)》,组织西安理工大学的资深教师根据其精神和要求精心编写了本系列大学英语阅读教程。本系列教程的大部分内容经过几年的使用,证明了对提高学习者的阅读应试能力、综合应用能力有很大作用。全套书共四册,各册严格按照大学英语难度分级标准设计,每册都包含快速阅读和仔细阅读所涉及的三类题型的练习,是检验学习者阅读能力梯级提高的良师益友。整套系列教材的设计符合外语学习循序渐进的学习原则。

全套书的每册均分为12个单元,每单元均包括4篇阅读文章。第一篇为快速阅读,后附练习题,Words & Expressions, Notes 以及 Key to the Exercises。第二篇为选词填空,后附练习题,Words & Expressions, Notes 以及 Key to the Exercises。第三、四篇为仔细阅读,后附练习题,Words & Expressions, Notes 以及 Key to the Exercises。

本册为第四册,依照大学英语四级阅读的难度、长度、题材、体裁等要求编写。内容均选自地道的英美报刊文摘,题材涉及面广,内容丰富多样,题目设计合理规范,是广大大学生提高阅读能力,攻破四级考试大关的得力助手,也是一般英语爱好者扩大知识面,了解英美文化的一个桥梁。

本系列教程在编写过程中得到了西北工业大学出版社的大力支持,在此对出版社领导和编辑表示衷心的感谢!

由于作者水平等原因,本系列教程中仍可能存在不妥之处,真诚欢迎各位专家和读者提出建议,批评指正,我们将在重印和改版时加以改进。

编 者

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Passage 1**Directions**

In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 1 – 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.

Indonesian Tsunami Disaster

Ing, eleven years old, isn't sure how she felt after surviving the tsunami(海啸) disaster that hit the western coast of Thailand on 26 December 2004.

The tide waves not only swallowed her whole native village of Bann Nam Kem, but also the life of her loving aunt, who had taken care of her after her parents' separation. Another aunt is missing and has not yet been found.

"What happened really saddens me. I cried until I had no more tears. The only reminders of them that I could find in the debris (残骸) were one of their blouses and a watch ... On the day of the disaster, I was staying with my grandmother in a nearby village. I got very scared when I saw the wave. It was as tall as the tops of the pin trees. When it hit, I thought my grandmother and I were going to die. Luckily, a truck stopped and picked us up. We finally made it to the top of the mountain safely," she said, still looking frightened.

"My house was completely destroyed, and I do not have the courage to go back and live there again, let alone to swim in the sea. I'm afraid that such a terrible thing might happen again."

Ing is now staying at a temporary shelter, waiting for her mother who lives in another district to come and collect her. At the same time, she looks forward to going back to

school. "I want to go back to study, and only hope that my school will reopen soon."

What I Witnessed

Gordon Weiss, UNICEF's Media coordinator of Emergency Operations, was in Aceh, the province hardest-hit by the tsunami. He gave us an eye witnessed account of the disaster.

A young boy clung to a plank (厚木板). People were watching him from the bridge above, staring for a few moments, and then moving on. The boy's dead body lay atop a sea of debris, the gentle ocean swelled, rocking him against the bridge's wooden pillar.

The one emerald-green (鲜绿色) rice paddy-fields (稻田) of Aceh have become graveyards for thousands of people. Bloated (肿胀的), blackened bodies rose above the water and lined the narrow roads. Corpses seemed to be everywhere...

On that fateful morning, farmers working on their fields watched in amazement as a wall of water appeared in the distance, then tore across a broad strip of coastal land, smashing everything in its path. The 10-meter-high wall of water—carrying wood and other debris surged across the plain, crossing the two kilometers to Segun Ayon in about 4 minutes.

We drove on a little closer to the sea, to the village of Pengungi. Of the 6,000 people in the area, about 1,000 were killed. A third of the victims were children; another third, women.

The children, frightened by their experience, clung to their parents as we talked. The adults told us that 13 of the 15 schools in this small cluster of villages had been destroyed. Many of the teachers were killed. Apart from food and water, the people here pleaded for help to reopen the schools for their children, who desperately needed a safe place that could restore some normalcy (正常状态) to their shattered lives. One old woman said in broken English, "Education is medicine to these children."

Every few hours, aftershocks shook the ground here. The stench (恶臭) of death lingered in the air. Half of the city of Banda Aceh had been destroyed, with the figures for the dead rising each hour.

What We Can Do

Kofi Annan, Secretary-General of United Nations, delivered his statement in Jakarta, Indonesia, 6 January 2005.

What happened on 26 December 2004 was an unprecedented, global catastrophe. It requires an unprecedented, global response. For the United Nations, it is the largest natural disaster the Organization has had to respond to on behalf of the world community; in the sixty years of our existence... It seems at times like a nightmare from which we are still hoping to awaken.

We will never know the exact number of how many men, women and children perished on 26 December, and in the eleven days that have passed since then. We do know that at

least half a million people are injured; that more than a million people are displaced (失去家园); that nearly two million people need food aid; and that many more need water, sanitation and health care.

So as we grieve for the dead and pray for those still searching for loved ones, we have a duty to the survivors.

To Treat the Wounded

To prevent further suffering as a result of polluted drinking water, destroyed infrastructure, of food, clothing and shelter.

To stop the tsunami from being followed by a second wave of death, this time from preventable causes.

And in the longer term, to prevent a third wave of despair, where people can't recover their livelihoods, homes or communities.

The governmental response has been matched by unprecedented generosity from the general public. Consider the six-year-old boy in Shenyang, China, who donated his life savings of 22 dollars. Or the citizens of Sweden, a country of nine million inhabitants, who have raised more than 70 million dollars for the relief effort in Asia, while struggling to cope with the fact that almost 2,000 of their compatriots (同胞) are still missing in the tragedy...

So the goodwill and concern around the world are enormous. So are the challenges facing us.

Another Disaster to Children

The most heartbreaking the tsunami disaster has brought was on children, who account for as many as one-third of the total killed. Now, as refugees register in temporary camps, the world is confronting a different sort of tragedy: tens of thousands of children have been either separated from their parents or orphaned. These kids, whom relief workers are calling "the Tsunami Generation," have become prime objects of the global outpouring of sympathy. But they are also drawing some unwanted attention.

Relief workers say many orphans are suffering from both physical and psychological trauma (创伤). A UNICEF spokesman says many are "in a state of denial." Some who saw their mothers drawn, he says, cling to the belief that Mom has just gone to the ocean for a while, and that she will soon return. Protecting children from exploitation is another priority. Previous disasters have demonstrated that kids are targets for gangs involved in human trafficking (人口买卖), which thrives in parts of the region.

How serious is the threat? Supervisors, in at least one refugee center in Sri Lanka, report that people have turned up asking if they can buy children. "Bad people take advantage of difficult situations," Bellamy says.


Response to the Threat

The Indonesian government responds by restricting travel for kids and banning adoptions out of Aceh. Indeed, none of the affected nations are eager to send tsunami orphans abroad.

The U. S. State Department, for its part, has placed a postponement on adoptions of tsunami survivors by U. S. citizens. For one thing, not all the displaced children are necessarily orphans. Some newly single parents may have dropped off their kids at shelters as they surveyed the ruins of their houses and lives. Other parents may still be alive but were separated from their children during the chaos of the flood. "For every story about an orphan" says Paul Deveril, a UNICEF project officer in India, "there's also a story about a parent searching for their child."

Those who still want to help have options. Both the French and Italian governments have set up programs that will allow people to sponsor tsunami orphans. In the U. S., the Christian mission Gospel for Asia, based in Carrollton, Texas, is raising funds to build 10 "transition homes" in Sri Lanka alone. But there's also the risk that with so many displaced children, local governments won't be able to find new homes for all of them, which could make thousands of orphans permanent wards(被监护人) of their respective states. Perhaps then their adoption by foreigners will not seem such a bad idea.

Approximate Length: 1,375 words



Comprehension Exercises

Complete the following exercise without referring back to the passage you have read.

1. The passage mainly talks about _____.
 - A. protecting children after tsunami disaster
 - B. tsunami disaster
 - C. casualties of the tsunami disaster
 - D. response to the threat
2. When the disaster happened, Ing was _____.
 - A. playing with other children in a nearby village
 - B. together with her grandmother in a nearby village
 - C. crying because she was very scared
 - D. driving a truck with her grandmother
3. A third of the victims were _____ in the village of Pengungi.

- A. girls B. children C. the old D. the disabled
4. In the city of Banda Aceh, the figures for the dead _____.
A. accounted for half of the city population
B. fell each hour
C. rose continuously
D. was unknown
5. There were almost _____ in the tragedy.
A. 2,000 Sweden tourists missing
B. 70 million Sweden tourists who died
C. nine million inhabitants missing
D. 2,000 Sweden people missing
6. We will never know _____.
A. the exact number of how many men, women and children perished on 26 December because there were too many tourists
B. the exact number of how many men, women and children died on 26 December
C. that at least half a million people are injured
D. that more than a million people are displaced
7. The U. S. citizens cannot adopt tsunami survivors immediately after the disaster _____.
A. because they can still help in some other ways
B. because it is difficulty to decide whether the displaced children are orphans
C. because the displaced children are not allowed to be adopted abroad
D. because not all the displaced children are necessarily orphans
8. The U. S. State Department postponed _____ of tsunami survivors by U. S. citizens.
9. Many orphans are suffering from both _____ trauma.
10. To sponsor tsunami orphans and _____ are two options for those who offer help.

Words & Expressions

1. **swallow** *v.* 咽, 淹没, 吞没
e. g. a building that was swallowed up by fire 被火焰吞没的建筑
2. **let alone** 更不用提, 更别说
e. g. Their ancestors had been dirt poor and never saw royalty, let alone hung around with them. 他们的祖先穷得要命, 从来没有见过皇族成员, 更不用说和他们在一起了。
3. **UNICEF** (United Nations International Children's Emergency Fund) 联合国儿童基金会
4. **give an account of** 报告, 叙述, 说明
5. **coordinator** *n.* 协调人
e. g. cooperative coordinator 合作协调员

6. **pillar** *n.* 柱子

e. g. a pillar of the state 国家的栋梁

7. **catastrophe** *n.* 灾难

8. *e. g.* The catastrophe of a tragedy usually brings death or ruin to the leading character. 悲剧的结局常常是主角死亡或毁灭。



1. The tide waves not only swallowed her whole native village of Bann Nam Kem, but also the life of her loving aunt, who had taken care of her after her parents' separation. 汹涌的海浪不仅淹没了班·纳姆所生活的村子,也毁掉了自从她父母离异后一直照顾她的亲爱的姨妈的生活。
2. The boy's dead body lay atop a sea of debris, the gentle ocean swelled, rocking him against the bridge's wooden pillar. 男孩的尸体漂浮在海里的残渣上面,平静的大海开始涌浪,他的尸体被撞倒桥下的木柱上。
3. On that fateful morning, farmers working on their fields watched in amazement as a wall of water appeared in the distance, then tore across a broad strip of coastal land, smashing everything in its path. 在那个带来灾难的早晨,在田里干活的农民惊异地看到,一道水墙出现在远处,接着漫过一大片岸边的土地,所到之处,摧毁了一切。
4. And in the longer term, to prevent a third wave of despair, where people can't recover their livelihoods, homes or communities. 从长远来看,必须防止第三次绝望的到来。也就是防止人们不能恢复生活,不能重建家园或社区。
5. But there's also the risk that with so many displaced children, local governments won't be able to find new homes for all of them, which could make thousands of orphans permanent wards of their respective states. 但是,也有一定的风险,因为美国地方政府不可能给那么多无家可归的儿童都找到收养人。这样一来,数以千计的孤儿就有可能成为他们各个州的永久被监护人。



1. A 2. B 3. B 4. C 5. D 6. B 7. C
8. adoption 9. physical and psychological 10. to raise funds

Passage 2

Directions

In this section, there is a passage with 10 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. Please choose the corresponding letter

for each item. You may not use any of the words in the bank more than once.

Where Are We Heading

The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but 1 viewpoints; we spend more, but have less; we buy more but enjoy less.

We have bigger houses and smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge, but less judgment; more experts, but more problems; more medicine, but less 2.

We drink too much, spend too recklessly, laugh too little, drive too fast, get too angry too quickly, stay up too late, get up too tired, read too little, watch TV too much, and pray too 3.

We talk too much, love too seldom, and hate too often. We've learned how to make a living, but not a life; we've added years to life, not life to years.

We've been all the way to the moon and back, but have trouble 4 the street to meet the new neighbor. We've 5 outer space, but not inner space; we've done larger things, but not better things.

We've cleaned up the air, but polluted the soul; we've split the atom, but not our prejudice. We write more, but learn less; we plan more, but 6 less.

We've learned to 7, but not to wait; we have higher incomes, but, lower morals.

We build more computers to hold more information to produce more copies than ever, but have less communication; we've become long on 8, but short on quality.

These are the days of two incomes, but more divorce; of fancier houses, but more broken homes.

These are the days of quick trips, disposable diapers, throw away morality, one night stands, overweight bodies, and pills that do everything from cheer, to quiet, to kill. Where are we heading...?

If we die tomorrow, the company that we are working for could easily 9 us in a matter of days. But the family we left behind will feel the loss for the rest of their lives.

And come to think of it, we pour ourselves more into work than to our family an 10 investment indeed.

Approximate Length: 352 words

A. cross

B. wellness

C. healthy

D. rush

E. seldom

F. random

G. conquered

H. unwise

I. replace

J. accomplish

K. quantity

L. crossing

M. broader

N. narrower

O. misplace

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Words & Expressions

1. **paradox** *n.* 怪事, 自相矛盾的事物[话, 人]

e. g. The answer to the question is full of paradox. 对这个问题的回答矛盾百出。

2. **freeway** *n.* 高速公路

3. **recklessly** *adv.* 不注意的; 粗心大意的; 鲁莽的; 不顾一切的

4. **disposable** 可任意使用的

e. g. disposable diapers 免洗尿布; disposable razors 一次性剃刀

5. **morality** *n.* 道德

6. **one night stand** *v.* 一夜情

7. **replace** *v.* 取代, 替换

8. **unwise** *adj.* 不明智的; 愚蠢的

Notes

1. We have more degrees, but less sense; more knowledge, but less judgment. 我们学位拿了不少, 见识没长几分; 知识越来越多, 远见却越来越少。

2. We've learned how to make a living, but not a life; we've added years to life, not life to years. 我们学会了如何谋生, 却不知如何生活。我们能让生命得以延伸, 却不能让生活更具生气。

3. We've cleaned up the air, but polluted the soul; we've split the atom, but not our prejudice. 我们清洁了空气, 却污染了灵魂; 我们能让原子裂变, 却无法把偏见驱散。

4. We've become long on quantity, but short on quality. 我们在数上有所长, 却在质上有所短。

5. These are the days of two incomes, but more divorce; of fancier houses, but more broken homes. 这个时代收入在加番, 离婚率却更可观; 居室更豪华浪漫, 家庭却解体离散。

6. These are the days of quick trips, disposable diapers, throw away morality, one night stands, overweight bodies, and pills that do everything from cheer, to quiet, to kill. Where are we heading ...? 这个时代有快速旅游、免洗尿布, 却丢弃了道德, 充斥着一夜情、肥胖病, 泛滥的药物让人为所欲为——催人快活、使人镇静、甚至助人杀戮。我们在走向何方?

Key to the Exercise

1. N 2. B 3. E 4. L 5. G 6. J 7. D 8. K 9. I 10. H

Passage 3

Directions

The 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 after reading.

Why the Twin Towers Fell

The opinion of many engineers is that the architects that designed the New York World Trade Center Twin Towers did a good job in designing the buildings. The buildings were safe from the hazards envisioned (预想) at the time. Indeed, they were designed to withstand the force of aircraft that might crash into them. They were not, however, designed to withstand the effects of the very high temperatures generated by the ignition (点燃) of tons of aviation fuel carried by the aircraft.

Steel lightly covered with concrete is the main structural component of the towers and steel loses a lot of structural strength when heated to 1,100 degrees Centigrade and beyond, as it was. To shield the steel the towers beams were coated with a few centimeters of concrete. That insulation (绝缘) was to provide structural integrity for at least 1 hour of fire. The towers met that test. The south tower lasted 62 minutes. The north, 103 minutes. Tragedy followed when not all could escape prior to the collapse.

Most experts agree that the Twin Towers were very well designed. Many also agree that the people planning the attacks were very knowledgeable and aimed the aircraft at a height that would effect the most damage. The aircraft crash and the resulting fuel fed fires were aimed at about the 90th floor. That was just high enough to ensure that the upper floors would weaken with the heat and crack down, dropping into the remaining part of the building.

The mass of the falling top floors created such a falling load that some experts estimate it exceeded by 5 to 10 times normal bearing loads. The effect was like a giant hammer, each floor contributing more weight to be born by the next floor down.

Were the Trade Towers well designed? Engineers say yes. But, the public refers to the belief that architects will never again design a tall building without considering the effects of terrorist attacks of all potential kinds. That not only includes the ability of the structure to withstand attack but the means to allow the buildings occupants (居住者) to escape in time to