

NEW HORIZON
COLLEGE ENGLISH

新视野大学英语 新阅读教程 3

顾问：杨 忠 战 菊 崔 敏

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

教育部颁发的《大学英语课程教学要求》规定了大学英语教学的新目标，特别指出大学英语教学主要是培养学生的英语综合应用能力。大学英语四、六级考试也进行了改革和调整。调整后的考试更注重对学生英语综合应用能力的检验。

大学英语新题型四级考试的内容、题型和分值

试卷构成	内 容		题 型	比 重	
第一部分 听力理解	听力对话	短对话	多项选择	15%	35%
		长对话	多项选择		
	听力短文		多项选择	20%	
			复合式听写		
第二部分 阅读理解	仔细阅读	篇章阅读理解	多项选择	20%	35%
		篇章词汇理解	选词填空	5%	
	快速阅读		是非判断/多项选择+句子填空	10%	
第三部分 综合测试	完形填空/改错		多项选择/改错	10%	10%
第四部分 写作和翻译	写作		短文写作	15%	20%
	翻译		汉译英	5%	

如图表所示，调整后，阅读理解占整个考试成绩的 35%。可以肯定地说，英语阅读能力的提高是大学英语四、六级考试成绩提高的关键。

编者根据多年的教学经验，针对在指导学生准备大学英语四、六级考试时所发现的主要问题，编写了《新视野大学英语新阅读教程》。

本套教程共分 4 册，每册由 15 个单元构成。每个单元含快速阅读（Reading Comprehension – Skimming and Scanning）一篇、仔细阅读（Reading Comprehension – Reading in Depth）两篇、完形填空（Cloze）一篇。快速阅读的文章长度由 600 到 1200 个单词不等；仔细阅读的两篇文章分别是 300 个单词左右；完形填空的文章是 300 个单词左右。我们根据《大学英语课程教学要求》提出的一般要求而选材和编加注释、编写练习。每册教程后面附有生词表和练习题的参考答案，供本教程使用者参考。

本教程选材广泛、内容新颖、题型规范。可作为大学英语教学中的配套教材使用，也可供本科生自我测试使用。

在编写本书过程中，我们得到了外语教学与研究出版社的领导和同志们的大力支持，在此表示衷心的感谢！

本书不足之处敬请广大读者不吝指正。

编 者
2009 年 3 月

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Part I Reading Comprehension (Skimming and Scanning)

Directions: In this part, you are required to read the following passage quickly and answer the questions that follow. 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.

Learning Styles and Strategies

Active and Reflective Learners

- Active learners¹ tend to retain² and understand information best by doing something active with it, discussing or applying it or explaining it to others. Reflective learners³ prefer to think about it quietly first.
- “Let’s try it out and see how it works” is an active learner’s phrase; “Let’s think it through first” is the reflective learner’s response.
- Active learners tend to like group work more than reflective learners, who prefer working alone.
- Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely⁴ and get into trouble, while if you spend too much time reflecting you may never get anything done.

How Can Active Learners Help Themselves?

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group

1. active learner 主动型学习者
2. retain v. 记住
3. reflective learner 思考型学习者

4. prematurely ad. 过早地, 贸然地

in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out⁵ how you will answer. You will always retain information better if you find ways to do something with it.

How can reflective learners help themselves?

If you are a reflective learner in a class that allows little or no class time for thinking about new information, you should try to compensate for this lack when you study. Don't simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.

Sensing and Intuitive Learners

- Sensing learners⁶ tend to like learning facts; intuitive learners⁷ often prefer discovering possibilities and relationships.
- Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition.
- Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.
- Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.
- Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug"⁸ course that involve a lot of memorization and routine⁹ calculations.

Everybody is sensing sometimes and intuitive sometimes. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too

5. figure out 理解, 弄清楚

6. sensing learner 感觉型学习者

7. intuitive learner 直觉型学习者

8. plug-and-chug 原指捏着鼻子灌入大量不喜欢的食物, 这里转喻填鸭式的教学方式

9. routine a. 常规的, 一般的

much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

How Can Sensing Learners Help Themselves?

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming¹⁰ with friends or classmates.

10. brainstorming *n.* 集体研讨

How Can Intuitive Learners Help Themselves?

Many college lecture classes are aimed at intuitors. However, if you are an intuitor and you happen to be in a class that deals primarily with memorization and rote¹¹ substitution¹² in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on test because you are impatient with details and don't like repetition (as in checking your completed solutions). Take time to read the entire question before you start answering and be sure to check your results.

11. rote *n.* 机械的做法

12. substitution *n.* [数] 代换, 替代

Visual and Verbal Learners

Visual learners¹³ remember best what they see in pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners¹⁴ get more out of words—written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

13. visual learner 视觉型学习者

14. verbal learner 语言型学习者

In most college classes very little visual information is presented: students mainly listen to lectures and read materials written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentations were used in class. Good learners are capable of processing information presented either visually or verbally.

How Can Visual Learners Help Themselves?

If you are a visual learner, try to find diagrams, sketches, schematics¹⁵, photographs, flowcharts, or any other visual representation of course material that is predominantly verbal. Ask your instructor, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. Prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Color-code your notes with a highlighter so that everything relating to one topic is the same color.

How Can Verbal Learners Help Themselves?

Write summaries or outlines of course material in your own words. Working in groups can be particularly effective: you gain understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.

15. schematic *n.* 图表, 略图, 简图

1. Which of the following is true about active learners?
 - A. Active learners prefer thinking about questions quietly first.
 - B. Active learners prefer working alone.
 - C. Active learners prefer spending much time thinking.
 - D. Active learners prefer understanding information by discussing it with others.
2. How can reflective learners improve themselves?
 - A. By thinking about questions quietly.
 - B. Just by reading or memorizing the materials.
 - C. By writing short summaries of readings or class notes in their own words.
 - D. By letting teachers explain the material.
3. What kind of learners mentioned in the passage tends to be good at memorizing and learning facts?
 - A. Active learners.
 - B. Sensing learners.
 - C. Intuitive learners.
 - D. Visual learners.
4. Intuitive learners are more _____ than sensing learners.
 - A. innovative
 - B. careful
 - C. patient
 - D. practical
5. In many universities, the lecture classes are for _____.
 - A. active learners
 - B. verbal learners
 - C. intuitive learners
 - D. reflective learners

6. Which of the following is true?
 - A. People can learn more when information is presented visually.
 - B. People can learn more when information is presented verbally.
 - C. In most college classes, much visual information is presented.
 - D. In most college classes, very little visual information is presented.
7. If you're verbal learners, try to _____.
 - A. find diagrams, sketches, charts, photographs or other materials
 - B. work in groups and hear others' explanations
 - C. consult reference books
 - D. color-code your notes with a highlighter
8. Sensors like courses that have _____ the real world.
9. Intuitive learners often prefer discovering _____.
10. Good learners are capable of processing information presented either _____.

Part II Reading Comprehension (Reading in Depth)

Section A

Directions: In this section, you are required to read the passage carefully and select one word for each blank from a list of choices given in the word bank.

Most people feel lonely sometimes, but it usually only lasts between a few minutes and a few hours. This kind of loneliness is not serious and it is quite normal. For some people though, loneliness can last for years. Now 1 say there are three different types of loneliness.

The first kind is temporary¹. This is the most common type. It usually 2 quickly and does not require any special 3. The second kind, situational loneliness, is a natural result of a particular situation, for example, a family problem, the death of a loved one, or moving to a new place. Although this kind of loneliness can cause 4 problems, such as headaches and sleeplessness, it usually does not last for more than a year.

The third kind is the most severe. Unlike the second type, chronic loneliness usually lasts more than two years and has no 5 cause. People who experience habitual loneliness have problems 6 and becoming close to others. Unfortunately, many chronically lonely people think there is little or nothing they can

1. temporary a. 暂时的, 临时的

do to 7 their condition.

Psychologists 8 that one important factor in loneliness is a person's social contacts. We depend on various people for different reasons. For instance, our families give us emotional support, our teachers give us 9, and our friends share similar interests and activities. However, psychologists² have found that, though lonely people may have many social contacts, they sometimes feel they should have more. Now psychologists are trying to find ways to help 10 lonely people.

2. psychologist *n.* 心理学者

- | | |
|----------------|----------------|
| A) concern | D) guidance |
| B) update | J) disappears |
| C) improve | K) specific |
| D) researchers | L) socializing |
| E) physical | M) positive |
| F) hardly | N) proposal |
| G) agree | O) habitually |
| H) interaction | |

Section B

Directions: *In this section, the passage is followed by some questions or unfinished statements. You are required to read the passage carefully and decide on the best choice.*

Impressionism¹ is a form of art, which began in the 1870s. When you look closely at an impressionist painting, you see little dots of different colored paints. When you move away from the picture, the dots of colors blend together and the painting looks like it has light playing on the people and objects in the picture.

1. impressionism *n.* 印象主义, 印象派

Impressionist art is different from traditional art. Traditional painters were interested in the form of objects. The impressionists were interested in light and color. The impressionist painters wanted to paint natural light, which was lively and bright. They tried to express the feeling of pure sunshine in their paintings. When traditional artists mixed paints, they could not create the feeling of bright, natural light. Therefore, instead of mixing colors, the impressionists used small dots of pure colors. The viewers'

eyes put these unmixed colors together the same way they add colors in light together. When you look at an impressionist painting, it feels the same as when you look at an object in lively, natural sunlight.

Traditional painters worked inside. Impressionist painters worked outside because they wanted to paint the effect of sunlight on objects. Monet (1839-1926), for example, made a series of paintings of a haystack². Every morning he went to a field with eight or ten paintings. All day, he sat in front of a haystack painting. Every hour he worked on a different picture. All of these paintings are pictures of the haystack. However, they do not look the same because sunlight has different effects on object at different hours. Monet made his paintings directly from nature. His study of the haystack is an hour-by-hour record of the artistry of light.

2. haystack *n.* 干草堆

1. Impressionist art is different from traditional art in that _____.
 - A. impressionist paintings are full of little dots of different colored paints
 - B. impressionist paintings have light playing on the people and objects in their pictures
 - C. impressionist painters mix paints to create bright and natural light
 - D. impressionists pay more attention to light and color than traditional painters do
2. Impressionist painters succeeded in _____.
 - A. painting natural light
 - B. using small dots of pure color
 - C. creating the feeling of pure sunshine in their paintings
 - D. adding pure colors in light together
3. Which of the following is not the difference between traditional artists and impressionist artists?
 - A. The impressionists use small dots of pure colors rather than mixed colors.
 - B. The impressionists express the feeling of natural sunshine in their paintings.
 - C. The impressionists are interested in light and color rather than the forms of objects.
 - D. Impressionist works are created with light rather than paints of different colors.
4. Monet worked outside because _____.
 - A. he wanted to paint the haystacks
 - B. he had to work on a different picture every hour
 - C. he wanted to study the different effects sunlight has on the haystack
 - D. he wanted to paint the different effects sunlight has on an object
5. From the passage we can infer that the author's attitude towards the impressionism is _____.
 - A. approving
 - B. disapproving
 - C. satirical
 - D. objective

Part III Cloze

Directions: In this passage there are 20 blanks. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits the passage.

<p>Online courses (also called distance learning) are a hot new trend in American education. According to the nonprofit Distance Education and Training Council, about 400 US colleges and schools <u>1</u> some portion of their programs on the Web. <u>2</u> the university level, they cost the same <u>3</u> traditional classes and require similar weekly assignments and textbook reading; the <u>4</u> is in class participation.</p> <p>Generally, students congregate (聚集) online throughout each week to <u>5</u> topics with the professor, but these <u>6</u> occur “asynchronously” (不同时地) rather than in real time. You read others’ comments and post your own <u>7</u> you get chance. <u>8</u> assignments are posted; you email in your work. Periodically, you’re <u>9</u> to take a proctored (有监考的) exam in order to receive degree <u>10</u>. Career-boosting business administration and information technology programs are the most <u>11</u>, but you’ll also find a <u>12</u> of liberal arts offerings, from film theory to medieval history and foreign language study. <u>13</u> you still can’t get an Ivy League Degree (常春藤大学学位) online, a growing number of elite institutions, <u>14</u> Stanford and New York University are beginning to offer online courses.</p>	<table> <tr> <td>1. A. give</td><td>B. offer</td></tr> <tr> <td>C. demand</td><td>D. require</td></tr> <tr> <td>2. A. In</td><td>B. For</td></tr> <tr> <td>C. At</td><td>D. With</td></tr> <tr> <td>3. A. like</td><td>B. in</td></tr> <tr> <td>C. with</td><td>D. as</td></tr> <tr> <td>4. A. common</td><td>B. difference</td></tr> <tr> <td>C. similarity</td><td>D. difficulty</td></tr> <tr> <td>5. A. explore</td><td>B. exploit</td></tr> <tr> <td>C. expend</td><td>D. extend</td></tr> <tr> <td>6. A. debates</td><td>B. proposals</td></tr> <tr> <td>C. suggestions</td><td>D. discussions</td></tr> <tr> <td>7. A. whatever</td><td>B. however</td></tr> <tr> <td>C. wherever</td><td>D. whenever</td></tr> <tr> <td>8. A. Spoken</td><td>B. Recorded</td></tr> <tr> <td>C. Written</td><td>D. Heard</td></tr> <tr> <td>9. A. recommended</td><td>B. demanded</td></tr> <tr> <td>C. required</td><td>D. decided</td></tr> <tr> <td>10. A. score</td><td>B. mark</td></tr> <tr> <td>C. grade</td><td>D. credit</td></tr> <tr> <td>11. A. popular</td><td>B. active</td></tr> <tr> <td>C. known</td><td>D. exciting</td></tr> <tr> <td>12. A. kind</td><td>B. range</td></tr> <tr> <td>C. variety</td><td>D. row</td></tr> <tr> <td>13. A. When</td><td>B. While</td></tr> <tr> <td>C. As</td><td>D. Since</td></tr> <tr> <td>14. A. remaining</td><td>B. containing</td></tr> <tr> <td>C. keeping</td><td>D. including</td></tr> </table>	1. A. give	B. offer	C. demand	D. require	2. A. In	B. For	C. At	D. With	3. A. like	B. in	C. with	D. as	4. A. common	B. difference	C. similarity	D. difficulty	5. A. explore	B. exploit	C. expend	D. extend	6. A. debates	B. proposals	C. suggestions	D. discussions	7. A. whatever	B. however	C. wherever	D. whenever	8. A. Spoken	B. Recorded	C. Written	D. Heard	9. A. recommended	B. demanded	C. required	D. decided	10. A. score	B. mark	C. grade	D. credit	11. A. popular	B. active	C. known	D. exciting	12. A. kind	B. range	C. variety	D. row	13. A. When	B. While	C. As	D. Since	14. A. remaining	B. containing	C. keeping	D. including
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C. known	D. exciting																																																								
12. A. kind	B. range																																																								
C. variety	D. row																																																								
13. A. When	B. While																																																								
C. As	D. Since																																																								
14. A. remaining	B. containing																																																								
C. keeping	D. including																																																								

<p>The benefits for <u>15</u> people are obvious. “I always get a front-row seat,” says one student studying at the State University of New York Learning Network. “I can get up in the <u>16</u> of class, grab a cup of coffee... The class is waiting for me when I get back, and I haven’t missed a thing.” On the other hand, some students <u>17</u> the face-to-face <u>18</u> that often sparks interest and involvement.</p> <p>Find out more from these online <u>19</u>: Peterson’s (www.petersons.com); Yahoo! (www.yahoo.com/Education/Distance Learning/index.html); and the Comprehensive Distance Education List of Resources (www.online.Uillinois.edu/disted.html). To make sure a program is accredited (经鉴定合格的), <u>20</u> the Distance Education and Training Council’s site (www.detc.org).</p>	<p>15. A. free B. busy C. wise D. smart</p> <p>16. A. beginning B. end C. middle D. period</p> <p>17. A. meet B. miss C. avoid D. deny</p> <p>18. A. rejection B. interaction C. transaction D. foundation</p> <p>19. A. instructors B. conductors C. addresses D. guides</p> <p>20. A. research B. learn C. check D. pass</p>
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