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NEW VISION COLLEGE ENGLISH

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大 学 英 语 阅 读 教 程 (第二册)
第二版

总主编 蔡昌卓
主 编 张明宏

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College English Reading II

大学英语

阅读教程 (第二册)

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前言

“得阅读者得天下。”阅读理解是大学英语四、六级考试中测试的重点，所占的分值最大，是考生获得高分的关键。鉴于此，本书编者集近十年的大学英语一线教学、教研及考试辅导的经验，认真搜集、整理、分析了最近五年大学英语四、六级阅读理解试题的命题规律、考查重点、试题类型，按照历史地理、文化、科普、故事、社会等类别精选本书的阅读材料。力图使学生对大学英语四、六级的阅读材料有全面深入的了解。英语阅读理解能力是考生须具备的一种较强的英语综合能力，包括对英语文章中词汇的理解能力、对句子的解析能力和对篇章的把握能力。这种综合能力要求考生：

一、掌握丰富的词汇，并能够运用词汇猜测技巧，根据上下文领会生词基本含义；

二、不仅能快速理解简单句子和一般难度句子的结构和大意，而且能准确分析和把握结构复杂、词语繁多的难句和长句；

三、能够掌握文章的篇章结构，通过词语、句子、段落这些表面具体的语言信息深入理解文章句子间、段落间的逻辑关系和上下文之间的关系；

四、能够掌握文章的中心思想、主题、主旨及说明文章中心思想的具体事实和细节，并能就文章的内容进行分析、推理、判断和综合概括，领会作者的观点、态度和意图，推断文章的体裁、写作对象和作者身份等。

另外，考生要在考试中取得满意的成绩，不仅需要进行广泛大量的阅读，提高阅读速度和技能，而且还要在阅读过程中掌握有效的答题方法，培养并提高推断能力和概括能力。

《大学英语阅读教程》共四册，本书是第二册。与同类书相比，本书有以下突出特点：

一、文章选材新颖，注重文章内容的趣味性、实用性和可读性；

二、所选文章在长度、难度上依据教育部颁发《大学英语教学大纲》二级的要求，目的是激发学生阅读兴趣，增强对大学英语四级考试的信心，为下两个级别的阅读教程作好铺垫；

三、阅读材料中的生词以斜体出现，培养学生依据上下文猜词的能力；

四、我们按照全国大学英语四、六级考试委员会公布的大学英语四、六级考试新题型及样题中长篇阅读新题型，重新编写了练习，旨在让学生提前演练，提升阅读理解的能力；

五、参考答案部分，为学生的课下自主阅读提供帮助。

本书由长期从事大学英语一线教学的骨干教师编写而成。全书完稿后承蒙南京大学博士生导师，四、六级命题专家杨治中教授以及广西师范大学蔡昌卓博士审订。他们百忙中挤出时间认真审读了全书，并对书中所有作者自己设计的练习进行了润色加工，使本书内容更加完善、设计更加合理和科学，保证了本书编写的权威性。我们相信杨治中、蔡昌卓教授的辛勤劳动一定会使读者受益匪浅。

由于编者的水平，本书不足之处在所难免，望广大读者和同行给予批评指正，以便将来更好地改进和提高。

编者

2014年9月

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大学英语长篇阅读解题技巧

2013年8月,全国大学英语四、六级考试委员会公布了大学英语四、六级考试改革的新题型及新题型样题。根据这一公告,大学英语四、六级考试从2013年12月考试起将采用新题型。阅读理解仍然占总分的35%,由3个部分组成;原来的快速阅读被取消,代之以长篇阅读,为阅读理解中的第二部分。长篇阅读的文章后附有10个句子,每句为一道题。每句所含的信息出自篇章的某一段落,要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两道题,有的段落可能不对应任何一道题。虽然长篇阅读理解与原快速阅读相比,篇章长度和难度都不变,但建议考生在备考时仍然要提前熟悉题型,打好基础,并有针对性地积累知识、训练解题技巧。

考生们认为这种题目比较难,可能是因为采取了如下的解题思路:

1. 考生们认为只要寻找段落的中心句或主干句,就能找到答案。
2. 逐字逐句阅读试图理解每一个句子的意思。
3. 先阅读完文章内容再阅读所有选项。
4. 题目都是按照文章的顺序来提问的。

使用第一种解题思路,容易出现判断错误从而选错答案。因为考试中可能会出现这样一个情况,段落的首句或尾句中某个单词与选项信息对应,于是把这个段落选出来,但是实际上这个信息不是出自该段落。这样一来,答题的正确率就会降低。使用后3种解题思路的阅读方法会影响考试的阅读速度和阅读效果,从而更加会引起判断错误。

那么,我们如何避免信息判断错误,或者直接跳过不相干的句子或信息而直接

判断呢?关键在于掌握正确的解题技巧,多思考,多比较。利用文章信息去判断题目选项是从文章到题目的思路,现在我们使用反向思维,采取从题目到文章的思路。大致解题步骤如下:

1. 仔细阅读每个题目,同时给关键词作记号,而这些关键词为反向思维词。可根据反向思维词,进行反向思维。

2. 浏览段落。

3. 比较段落和题目,用寻读法和排除法解答。

首先,这里给考生们解释何为“反向思维词”和“反向思维”。

“反向思维”是解答这种长篇阅读一段落信息搭配题(Identify the paragraph from which the information is derived)的关键。打个比方,反向思维就好比大家练习命题作文写作常用的一种方法。把长篇阅读题目选项的重要信息看成是命题作文的标题,然后按照这个标题去思考这个段落会写什么样的内容、出现什么样的词汇。而“反向思维词”就是能够提醒“反向思维”的词汇,即关键词或关键句。

如大学英语四级考试新题型的样题中,长篇阅读的题目为 University Branch Out, 按照反向思维去思考和推测,文章应该会出现与 university 和 new changes about university 相关的内容。题目选项中其中一项是 The U.S. federal funding for research has been unsteady for years, 那么选项中至少出现了 U.S., federal funding 和 unsteady 的反向思维词。根据反向思维,我们寻找的段落里要同时出现至少 U.S., federal funding 和 unsteady 3 个信息。如果某段落中没有这三个信息,那么该段落肯定被排除。

采用这样反向思维的方法就可以巧妙避免阅读时间过长和判断错误。虽然文章看不大懂,但是选项考生都能读懂,而且能轻松地把反向思维词找出来。只要简单地利用排除法和寻读法即可轻松把题目做对。

常见的反向思维词汇有:

1. 细节词:如果某段落对应这个题目选项,那么该段落就出现这些细节词。例

如: Present-day universities have become a powerful force for global integration 中的 powerful force。(CET4 新样题长篇阅读部分)

2. 表示具体时间的词: 如果某段落选择这个选项, 那么该段落会出现具体日期、年代或时间。例如: Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent 中的 mid-1970s。(CET4 新样题长篇阅读部分)

3. 表示具体数字的词: 如果某段落选择这个选项, 那么该段落会出现具体的数字。例如: twenty percent come from foreign countries 中的 twenty percent。

4. 表示变化的词: 选项中的反向思维词在文章段落中会以同义词或其他相同意思的方式来表达。例如: The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process. 句中 decreased 和 September 11 在段落中是 decline 和 “9.11” 的形式。又如: The enrollment of international students will have a positive impact on America rather than threaten its competitiveness 中 have a positive impact on America 在段落中变成 contribute to the nation's well-being 的表达方式。(CET4 新样题长篇阅读部分)

5. 复数形式 “+s” 或 “+es”: 若题目选项中的反向思维词出现了复数形式, 那么段落中对应信息也会以复数的形式出现。例如: American universities prepare their undergraduates for global careers by giving those chances for international study or internship 中的 undergraduates 和 global careers。(CET4 新样题长篇阅读部分)

6. 表示概括性的词: 选项中的反向思维词在选中的段落中会以具体描述和说明的形式出现。例如: There will be a spectacular celebration for the coming of the baby 中的 spectacular celebration 在选中段落中并没有出现, 而是以具体描述 celebration 的形式出现。(本册书 Unit 1, Text A)

7. 序数词: 像 first, second 等。如果某个段落选择这个选项, 那么该段落会讲

述事件发生的先后顺序、时间和地点等, 例如 second royal heir。

除了以上常见的反向思维词外还有很多其他词汇, 这里就不一一列举了。

下面以 CET4 新样题的长篇阅读为例来解释反向思维的做题方法。

Part Three Reading Comprehension

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

Universities Branch Out

- A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.
- B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of

- study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.
- C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.
- D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internship (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.
- E) Globalization is also reshaping the way research is done. One new trend

involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, post doctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, post doctors and faculty get on-the-job training from a world-class scientist and his U.S. team.

F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health

doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

- H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.
- I) Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming

international university students. (1,015 words)

注意：此部分试题请在答题卡 2 上作答。

46. American universities prepare their undergraduates for global careers by giving those chances for international study or internship.
47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.
48. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.
49. The way research is carried out in universities has changed as a result of globalization.
50. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.
51. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.
52. The U.S. federal funding for research has been unsteady for years.
53. Around the world, governments encourage the model of linking university-based science and industrial application.
54. Present-day universities have become a powerful force for global integration.
55. When foreign students leave America, they will bring American values back to their home countries.

首先，我们一定要注意阅读要求：You may choose a paragraph more than once and Answer the questions by marking the corresponding letter on Answer Sheet 2。即一个段落可以选择一次以上，而且要把正确段落前的大写字母写在答题卡上。

其次，我们使用解题步骤第一步：仔细阅读题目选项，猜测段落内容，给反向思维词作标记。

完成了标记反向思维词的工作后，接下来进行第二步和第三步：浏览段落，利用寻读法和排除法来阅读段落，并与题目作比较。

题目 46. American universities prepare their undergraduates for global careers by giving those chances for international study or internship.

解释：题目中反向思维词有复数词汇 undergraduates, global careers 和细节词 internship。那么，选中段落中会出现这三个信息。通过浏览发现段落 D 出现复数词 undergraduates 和 global careers，以及细节词 internship 和变换词 United States，与题目 46 的信息相对应，故此题的正确答案为 D。

题目 47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.

解释：题目中反向思维词有变化词 mid-1970s 和表示具体数字的词 3.9 percent。选中段落会出现这两个关键信息。用寻读法发现段落 C 中出现 over the past three decades 和 3.9 percent 与题目 47 中的信息相对应，故答案为 C。

题目 48. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.

解释：题目中出现变化词 a positive impact on America 和细节词 threaten its competitiveness。段落中一定会出现这两个反向思维词，否则排除。通过浏览发现段落 I 首句有 contribute to the nation's well-being 与 a positive impact on America 表达的意思相同。句子中同样出现了单词 threaten，与题目 48 中的信息相对应。故答案为 I。

题目 49. The way research is carried out in universities has changed as a result of globalization.

解释：题目中出现两个细节词 the way research 和 globalization，以及一个变化词 changed。相应段落会出现这三个反向思维词。比较文章信息，发现段落 E 首句有细节词 globalization 和 the way research；而 reshaping 换成 change 也同