



湖南省普通高等学校教学改革立项课题  
应用型本科大学英语教学改革规划教材

总主编 朱乐红

COLLEGE  
ENGLISH  
READING

# 大学英语阅读教程

(第四册)

主编 王 帅



中南大学出版社  
www.csupress.com.cn

# 大学英语阅读教程

(第四册)

总主编 朱乐红  
主 编 王 帅  
副主编 刘秋喜 周 浩 龚维国  
编 者 李安琪 黄 岚 刘姝虹

中南大学出版社

---

图书在版编目(CIP)数据

大学英语阅读教程,第4册/王帅主编—长沙:中南大学出版社,  
2010.11

ISBN 978-7-5487-0132-3

I. 大... II. 王... III. 英语—阅读教学—高等学校—教材  
IV. H319.4

中国版本图书馆 CIP 数据核字(2010)第 227281 号

---

大学英语阅读教程(第四册)

---

☐责任编辑 孙如枫

☐责任印制 周颖

☐出版发行 中南大学出版社

社址:长沙市麓山南路

邮编:410083

发行科电话:0731-88876770

传真:0731-88710482

☐印 装 长沙市宏发印刷厂

---

☐开 本 787×1092 1/16 ☐印张 14.5 ☐字数 326 千字

☐版 次 2010 年 12 月第 1 版 ☐2010 年 12 月第 1 次印刷

☐书 号 ISBN 978-7-5487-0132-3

☐定 价 26.00 元

---

图书出现印装问题,请与出版社调换

# 致读者

亚里士多德曾经将人类的知识分作三大类,纯粹理性、实践理性和技艺。作为中国高等教育制度创新产物,以独立学院为主体的高等院校应用型本科的人才培养目标正要求将这三者完美地融合在一起。

英语是衡量高校教学质量的一个重要指标,高等院校应用型本科学生英语底子普遍较低,当前使用的上外社、北外社、高教社和清华大学社教材质量可靠,但往往起点高、课文难、综合性强,其在高等院校应用型本科教学中效果不理想。基于这门课程对学生素质的重要影响,我们组织编写了这套适合高等院校应用型本科学生特色的专用教材。本系列教材是湖南省教育厅教学教改立项课题“独立学院人才培养与配套教材建设与研究”的标志性成果之一。

本教材贯彻为培养“应用型高级专门人才”的教学和科研服务的基本原则。总主编由国家教育部大学外语教学指导委员会委员朱乐红教授担任,分册主编和参编人员都是在高等院校应用型本科教学一线有着多年教学经验、治学严谨的优秀教师。他们了解高等院校应用型本科学生的实际水平和实际需要,以高度的社会责任感,协同配合,相互启发,相互砥砺,一起讨论写作提纲、体例和书稿,并在部分高校试用,根据教学效果修订书稿。

本套阅读教材分4册,1—3册循序渐进打基础,目的是使学生掌握大学两年应掌握的阅读技能;第4册针对四级考试安排内容,包括四级真题的训练和解答,提高四级通过率。该教材的主要特点在于:

(1)突出应用性。在充分理解高等院校应用型本科专业人才培养计划的目标和要求基础上,按教学大纲要求对教学内容进行整合;在教材的编排上,先易后难,确保基础知识的有效教学,具备“低起点、有坡度、上水平”的特点。第一册的难度要比现有的四套教材(上外、北外、高教、清华)低。第一册每篇文章控制字数250左右,第二册字数400左右,第三册字数600左右,第四册的文章最长的至1000字左右。

(2)突出实践性。每册书包括10个单元,一个单元含4篇阅读文章。基于梯次提高阅读技能的需要和应对四级考试的要求,每册书的题型设置都不一样。通过典型案例的综合应用,增加学生在实际工作中运用英语解决问题的能力,加强实用性英语教学。

(3)突出技能性。教材编写以高等院校应用型本科的办学性质、专业设点、培养目标、教学要求为依据,深入浅出,突出英语技能训练。学生通过对这套教材的学习掌握了阅读的方法和技能,能够在应试时看到一篇阅读材料知道惯常的可能的考点在哪里,也知道这种类型的考点如何找到正确答案。

我们对参加教材编写的全体同仁致以诚挚的谢意,正是由于他们的辛勤劳动,编

写工作才得以顺利完成,才能紧紧扣住应用型高等院校教学教改特点、服务于应用型高等院校人才培养目标。对于正在迅速发展中的应用型高等院校来说,抓住教材建设这一重要环节,加强各科教材、特别是适应应用型高等院校专业特点和教学要求的应用型教材的建设,是其实现长期稳步发展的基本保障,也是体现其办学特色的基本要求。由于多方面的原因,这套教材难免有不尽如人意的地方,敬请广大师生不吝赐教。我们将根据教学实际的需要及时进行修订,以期将之打磨成在全国有一定影响的高质量的应用型高等院校大学英语阅读教材。

# 前言

这套阅读辅导教材,在选材上力求经典,本册文章大部分选自历年真题,旨在帮助学生全面熟悉改革后的四级考试中的阅读题型,做到胸有成竹,顺利通过四级考试。本书共分10个单元,每个单元由以下4部分构成:

## 一、快速阅读

快速阅读是大学英语四级考试改革后出现的新题型。要求考生在15分钟内阅读完一篇1000—1200字左右的文章,并完成后面设置的10个问题。其中包括7个选择题和3个填空题或者7个判断题和3个填空题。

解题思路:

1. 首先用一分钟左右的时间略读原文,了解文章的大意和结构。主要浏览对象是文章的标题(Title)和副标题(Subtitle)或段落标题(Section)。

2. 在进入下一步阅读之前,最好是先仔细阅读题目,找出题干中的关键词,然后再有目的地在原文中搜索相关信息。出题的顺序与文章的篇章段落展开的顺序一般是一致的。

3. 注意顺序性。题目的顺序和原文内容的顺序基本一致,认识到这一点是很重要的,它帮助考生缩小寻找正确答案的范围。

4. 确定关键词。这里所说的关键词并不一定是题干中最重要的词,而是特征比较明显、容易识别、具备重要提示功能的词,例如表示人名、地点、时间、数字的词语,以及特殊印刷的字体——大写字母、斜体词、粗体词、特殊符号、带下划线的词等。

5. 区分错(No)和未提及(Not Given)。这是新四级快速阅读中最难处理的部分。以往的阅读训练中,通常认为没有提到的就是错误的,而在新题型中,“N”指的是和原文的内容完全矛盾或截然相反;而“NG”是指在原文中并没有明确告知,但内容并不与原文相矛盾。

6. 略读(Skimming)与寻读(Scanning)相结合,辅以研读,随时调整阅读速度。

7. 在试卷上做记号。在阅读过程中,考生不妨在自己认为比较重要的某些句子或词语(主题句、关键词)下面画线,标上记号。

## 二、篇章词汇理解

四级阅读题中的篇章词汇结构题据很多学生反映比较棘手,成了四级考试中一只不小的拦路虎,也是大部分学生感到最为头痛的一个题型。这个题型最主要的目的是集中考查学生的英语基本功,比如说词性的辨别、常用搭配的掌握,以及上下文的衔



接等等。

对于 15 选 10 的篇章词汇结构题型，解题步骤有四步：

1. 通读全文，特别是每个段落的首末句，迅速抓住文章的主题和中心。
2. 对所给出的备选单词进行词性分类。
3. 根据上下文意思进行填空。
4. 检查核对。

学生应注意五个方面的内容：词性判断，常用搭配，内在逻辑，感情色彩以及语法常识。

### 三、篇章阅读理解

大学英语四级考试的新题型中，篇章阅读理解的考试时间为 25 分钟，占 25%。篇章阅读理解部分包括 2 篇文章，以 10 道多项选择题的形式出现。《大学英语四级考试大纲》规定，阅读理解测试的主要要求是：掌握所读材料的主旨和大意；了解说明主旨和大意的事实和细节；既理解字面的意思，也能根据所读材料进行一定的判断和推论；既理解个别句子的意思，也理解上下文的逻辑关系。阅读理解部分的考查目的是测试学生通过阅读获取信息的能力，既要求准确，也要求有一定的速度。在大学英语四级考试中，篇章阅读理解的题型大体上可以分为：主旨题、细节题、推断题、语义题等。

1. 主旨题：这类题型主要测试考生对文章的中心思想或段落大意的理解，是对考生综合归纳能力的考查。英文的写作特点是开门见山，所以文章的主题句通常位于第一段或最后一段，有时也出现在文章的中间段落。寻找段落中的主题句与文章的主题句的方法相似。

2. 细节题：此类题是四级考试篇章阅读理解中出现频率最高的。一般说来，此类题型能在原文中找到答案，但是选项常常不是文章中的原话，而是运用同义转换的方式改写了这句话。较好的方法是首先仔细审题找出关键词，再利用关键词在原文中定位，找出文章中相对应的细节性句子，分别与四个选项进行一一对照，以找出正确答案。

3. 推断题：此类题需要根据文章中提供的信息进行综合的推理分析，然后推出作者的隐含之意，此题型较难。在做推断题时切忌凭个人主观推断答案，推理必须基于文章中的具体事实细节进行，虽然在文章中不能直接找到答案，但是一定要凭借在文章中的推测依据进行严格的推断。

4. 语义题：语义题就是从原文中选出一个单词、短语或词组进行提问，要求推测出其在文章中的特定含义。首先要找到该词或短语所在的句子，然后确定单词的词性以及单词、短语等在句子中所起的语法作用，明确整个句子的含义，再结合上下文，以找出正确答案。

### 四、完形填空

完形填空首先是测试考生对篇章的理解能力。虽然所给出的文章被抽去了 20 个

词,但是整篇文章的内容仍是可以理解的。考生在做题时必须时刻记住要从上下文考虑,不应该只考虑所填的词在短语或句子内是否可行。因此,在做题时最好将全文通读一遍,了解了全文的意思以后在做题。

完形填空还测试考生使用词汇和语法结构的能力。文章中留出的每一个空格要求填入一个词。考试大纲规定:“填空的词项包括结构词和实义词。”结构词(也称虚词,有代词、冠词、介词、连词、关系词等)主要是表示语法结构关系的,在选用结构词时便需要考虑在语法上是否恰当。对实义词(名词、形容词、数词、动词和副词等)的选择既要看看其意思用在句中是否得当,也要看它与其他词的搭配关系是否合适。

做完形填空试题的一般方法、步骤:

1. 细读首句、启示全文。完形填空所选短文一般无标题,但首句通常不设空格,因此它往往是了解文章全貌的“窗口”;由此可判断文章体裁,推测文章大意,对我们理解全文有重要的启示作用。

2. 通读全文,掌握大意。注意文中的暗示,努力找出关键词。如果是故事性文章,那时间、地点、人物就是关键词;抓住了关键词就抓住了故事的线索,进而理解全文。

3. 瞻前顾后,先易后难。瞻前顾后即前后观察,对空格前后句子做深入分析,确定空格在句中的意思。如果是语法问题,不仅要考虑时态、语态,还要考虑整个词法、句法。如果是语义问题,要从上下文分析进行合乎逻辑的推理判断。先易后难就是首先选出那些只根据上下文就能确定的、直接的、明显的答案,诸如固定词组、常见句型等。瞻前顾后,不要忘记首尾照应,首句之重要大家已注意,同时不要忽视尾句的画龙点睛的作用。文章最前面的空格提出的问题很有可能要到文章的末尾才能找到答案。

4. 上下连贯,合乎逻辑。这是从句子结构的角度来考虑。如果空白处位于引导状语从句的位置上,则首先要分清是何种状语从句(时间、原因、条件、结果、目的、让步、比较关系、行为方式等),然后再选择适当的词填空。

5. 复核全文,消除疏漏。填空全部完成后,还要通读一遍,检查是否前后贯通、内容清楚、主题突出。复读过程中,如果有某些地方意义模糊或矛盾,就应该依据文章的中心意思来重新考虑。凡不通之处,必有待推敲的疑点。应从意义和语法两个角度仔细权衡,加以改正,以便弥补疏漏。从语法上,检查一下所完成的句子是否主谓一致;时态、语态是否正确;名词、代词的性、格是否一致;动词、形容词、名词与介词的搭配是否准确无误。

由于编者水平有限,书中难免出现疏漏或错误,敬请使用本书的读者批评指正。



# Contents

## Unit One

Part I Reading Comprehension ( Skimming and Scanning ) .....	(3)
Part II Reading Comprehension ( Reading in Depth ) .....	(8)
Section A .....	(8)
Section B .....	(9)
Part III Cloze .....	(15)
答案与解析 .....	(17)

## Unit Two

Part I Reading Comprehension ( Skimming and Scanning ) .....	(25)
Part II Reading Comprehension ( Reading in Depth ) .....	(30)
Section A .....	(30)
Section B .....	(31)
Part III Cloze .....	(36)
答案与解析 .....	(38)

## Unit Three

Part I Reading Comprehension ( Skimming and Scanning ) .....	(47)
Part II Reading Comprehension ( Reading in Depth ) .....	(52)
Section A .....	(52)
Section B .....	(53)
Part III Cloze .....	(58)
答案与解析 .....	(60)

## Unit Four

Part I Reading Comprehension ( Skimming and Scanning ) .....	(69)
Part II Reading Comprehension ( Reading in Depth ) .....	(74)

Section A .....	(74)
Section B .....	(75)
Part III Cloze .....	(81)
答案与解析 .....	(83)

## Unit Five

Part I Reading Comprehension (Skimming and Scanning) .....	(93)
Part II Reading Comprehension (Reading in Depth) .....	(98)
Section A .....	(98)
Section B .....	(99)
Part III Cloze .....	(105)
答案与解析 .....	(107)

## Unit Six

Part I Reading Comprehension (Skimming and Scanning) .....	(115)
Part II Reading Comprehension (Reading in Depth) .....	(120)
Section A .....	(120)
Section B .....	(121)
Part III Cloze .....	(126)
答案与解析 .....	(128)

## Unit Seven

Part I Reading Comprehension (Skimming and Scanning) .....	(137)
Part II Reading Comprehension (Reading in Depth) .....	(142)
Section A .....	(142)
Section B .....	(143)
Part III Cloze .....	(148)
答案与解析 .....	(150)

## Unit Eight

Part I Reading Comprehension (Skimming and Scanning) .....	(159)
Part II Reading Comprehension (Reading in Depth) .....	(163)
Section A .....	(163)
Section B .....	(164)

Part III Cloze .....	(170)
答案与解析 .....	(172)

## Unit Nine

Part I Reading Comprehension ( Skimming and Scanning) .....	(181)
Part II Reading Comprehension ( Reading in Depth) .....	(185)
Section A .....	(185)
Section B .....	(186)
Part III Cloze .....	(191)
答案与解析 .....	(193)

## Unit Ten

Part I Reading Comprehension ( Skimming and Scanning) .....	(203)
Part II Reading Comprehension ( Reading in Depth) .....	(207)
Section A .....	(207)
Section B .....	(208)
Part III Cloze .....	(213)
答案与解析 .....	(215)

# **Unit One**



## Reading Comprehension

### ( Skimming and Scanning )

**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.

#### That's enough, kids

It was a lovely day at the park and Stella Bianchi was enjoying the sunshine with her two children when a young boy, aged about four, approached her two-year-old son and pushed him to the ground.

"I'd watched him for a little while and my son was the fourth or fifth child he'd shoved," she says. "I went over to them, picked up my son, turned to the boy and said, firmly, 'No, we don't push.'" What happened next was unexpected.

"The boy's mother ran toward me from across the park," Stella says. "I thought she was coming over to apologise, but instead she started shouting at me for 'disciplining her child'. All I did was let him know his behavior was unacceptable. Was I supposed to sit back while her kid did whatever he wanted, hurting other children in the process?"

Getting your own children to play nice is difficult enough. Dealing with other people's children has become a minefield.

In my house, jumping on the sofa is not allowed. In my sister's house it's encouraged. For her, it's about kids being kids: "If you can't do it at three, when can you do it?"

Each of these philosophies is valid and, it has to be said, my son loves visiting his aunt's house. But I find myself saying "no" a lot when her kids are over at mine. That's OK between sisters but becomes dangerous territory when you're talking to the children of friends or acquaintances.



"Kids aren't all raised the same," agrees Professor Naomi White of Monash University. "But there is still an idea that they're the property of the parents. We see our children as an extension of ourselves, so if you're saying that my child is behaving inappropriately, then that's somehow a criticism of me."

In those circumstances, it's difficult to know whether to approach the child directly or the parent first. There are two schools of thought.

"I'd go to the child first," says Andrew Fuller, author of *Tricky Kids*. "Usually a quiet reminder that 'we don't do that here' is enough. Kids have finely tuned antennae (直觉) for how to behave in different settings."

He points out that bringing it up with the parent first may make them feel neglectful, which could cause problems. Of course, approaching the child first can bring its own headaches, too.

This is why White recommends that you approach the parents first. "Raise your concerns with the parents if they're there and ask them to deal with it," she says.

Asked how to approach a parent in this situation, psychologist Meredith Fuller answers, "Explain your needs as well as stressing the importance of the friendship. Preface your remarks with something like: 'I know you'll think I'm silly but in my house I don't want. ...'"

When it comes to situations where you're caring for another child, White is straightforward: "Common sense must prevail. If things don't go well, then have a chat."

There're a couple of new grey areas. Physical punishment, once accepted from any adult, is no longer appropriate. "Now you can't do it without feeling uneasy about it." White says.

Men might also feel uneasy about dealing with other people's children. "Men feel nervous," White says. "A new set of considerations has come to the fore as part of the debate about how we handle children."

For Andrew Fuller, the child-centric nature of our society has affected everyone. "The rules are different now from when today's parents were growing up," he says. "Adults are scared of saying, 'Don't swear', or asking a child to stand up on a bus. They're worried that there will be conflict if they point these things out—either from older children, or their parents."

He sees it as a loss of the sense of common public good and public courtesy

(礼貌), and says that adults suffer from it as much as children.

Meredith Fuller agrees. “A code of conduct is hard to create when you’re living in a world in which everyone is exhausted from overwork and lack of sleep, and a world in which nice people are perceived to finish last.”

“It’s about what I’m doing and what I need,” Andrew Fuller says. “The days when a kid came home from school and said, ‘I got into trouble’, and dad said, ‘You probably deserved it’, are over. Now the parents are charging up to the school to have a go at teachers.”

This jumping to our children’s defence is part of what fuels the “walking on eggshells” feeling that surrounds our dealings with other people’s children. You know that if you remonstrate(劝诫) with the child, you’re going to have to deal with the parent. It’s admirable to be protective of our kids, but is it good?

“Children have to learn to negotiate the world on their own, within reasonable boundaries,” White says. “I suspect that its only certain sectors of the population doing the running to the school—better-educated parents are probably more likely to be too involved.”

White believes our notions of a more child-centred society should be challenged. “Today we have a situation where, in many families, both parents work, so the amount of time children get from parents has diminished,” she says.

“Also, sometimes when we talk about being child-centred, it’s a way of talking about treating our children like commodities(商品). We’re centred on them but in ways that reflect positively on us. We treat them as objects whose appearance and achievements are something we can be proud of, rather than serve the best interests of the children.”

One way over-worked, under-resourced parents show commitment to their children is to leap to their defence. Back at the park, Bianchi’s intervention(干预) on her son’s behalf ended in an undignified exchange of insulting words with the other boy’s mother.

As Bianchi approached the park bench where she’d been sitting, other mums came up to her and congratulated her on taking a stand. “Apparently the boy had a longstanding reputation for bad behaviour and his mum for even worse behaviour if he was challenged.”

Andrew Fuller doesn’t believe that we should be afraid of dealing with other

people's kids. "Look at kids that aren't your own as a potential minefield," he says. He recommends that we don't stay silent over inappropriate behaviour, particularly with regular visitors.

(1072 words)

### Notes:

minefield	n.	布雷区, 需要小心对付的局势
valid	adj.	有道理的, 有根据的
philosophies	n.	(philosophy) 看法, 哲学
acquaintance	n.	熟悉的人
neglectful	adj.	忽视的
recommend	vt.	建议, 推荐
straightforward	adj.	明确的, 坦率的
prevail	v.	盛行
swear	v.	骂脏话, 发誓
perceive	v.	意识到, 感知
eggshell	n.	蛋壳
surround	v.	围绕
negotiate	v.	洽谈, 协商
diminish	v.	减少
undignified	adj.	不庄重的
insulting	adj.	侮辱的

- What did Stella Bianchi expect the young boy's mother to do when she talked to him?
  - Make an apology.
  - Come over to intervene.
  - Discipline her own boy.
  - Take her own boy away.
- What does the author say about dealing with other people's children?
  - It's important not to hurt them in any way.
  - It's no use trying to stop their wrongdoing.
  - It's advisable to treat them as one's own kids.
  - It's possible for one to get into lots of trouble.
- According to Professor Naomi White of Monash University, when one's kids are criticised, their parents will probably feel \_\_\_\_.