



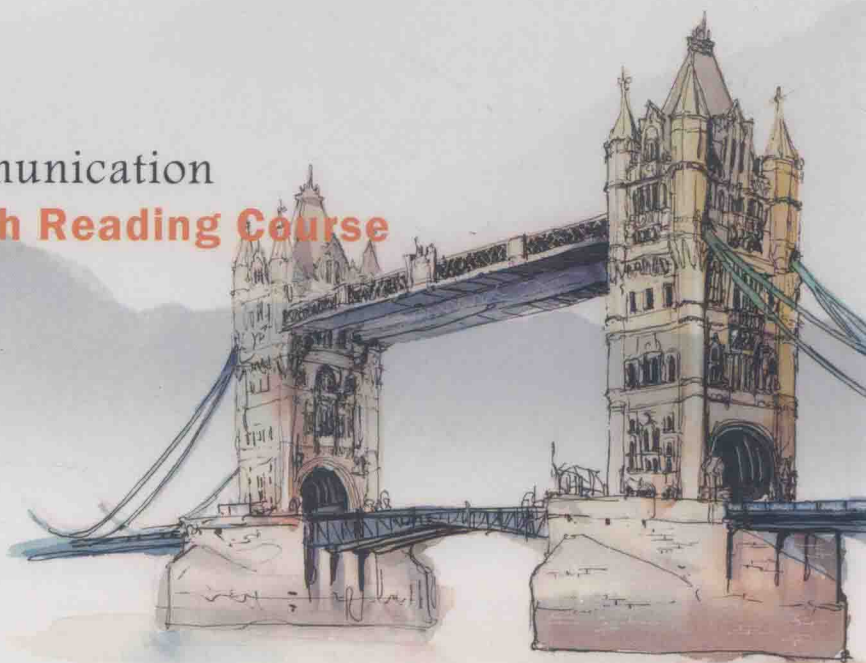
普通高等教育“十三五”规划教材
“互联网+”大学英语教学立体化教材

拓展视野，交流文化 ——新编大学英语 阅读教程 4

(含微课)

Broaden Horizons and
Promote Cultural Communication
——New College English Reading Course

主编 杨露 车霄



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前言

Preface

如今，经济全球化和科技进步将不同国家与地区的人们紧密联系在一起。英语作为全球目前使用最广泛的语言，是国际交往和科技、文化交流的重要工具。大学英语课程对大学生的未来发展具有现实意义和长远影响。通过学习和使用英语，学生可以直接了解国外前沿的科技进展、管理经验和思想理念，学习和了解世界优秀的文化和文明，这些将帮助其树立世界眼光、培养国际意识、提高人文素养，为迎接全球化时代的挑战和机遇做好准备。

阅读作为大学英语的重要组成部分，对于学生的英语学习具有重要作用。阅读不仅能培养英语语感，还能促进词汇积累、提高写作水平。此外，阅读对培养学生的英语综合能力还大有帮助，是学好英语的主要手段和有效途径。因此，我们编写了《拓展视野，交流文化——新编大学英语阅读教程》这套教材（共四册），以训练学生的阅读能力，培养学生的阅读技巧。

一、教材特色

《拓展视野，交流文化——新编大学英语阅读教程》的特色具体表现在以下几个方面。

1. 内容丰富，覆盖全面

本套教材阅读资料的选材涵盖了社会、经济、文化、环境、科学、自然等多个领域，题材多样，旨在开拓学生视野，提高学生的人文学识和科学素养。

2. 因材施教，循序渐进

本套教材在内容设计上富有层次感：每册根据不同学期学生所关心和面临的问题设置单元主题、进行选材，能激发学生的学习兴趣；按照循序渐进的原则，各册教材的语言难度随着学生英语水平的提高而逐步增加；练习形式丰富多样，内容安排环环相扣，能有效提高学生的阅读能力。

3. 思想碰撞，文化交流

本套教材在贯彻其工具性、提高学生英语阅读能力的同时，还注重其人文性。教材内不仅有原汁原味的介绍西方文化的文章，还专门设置了介绍中国传统文化的双语模块，以此强调语言作为文化载体的作用，充分挖掘大学英语课程丰富的人文内涵，实现工具性和人文性的有机统一，有效培养学生的跨文化交际能力。

4. 授生以渔，策略点拨

本套教材每个单元都设置有“阅读策略”模块，介绍了一些实用的阅读策略和技巧，旨在培养学生使用正确、有效的阅读方法阅读英文材料的能力。

5. 手机扫码，听读结合

本套教材每篇文章都配备了二维码微课，学生只需扫一扫就能获取地道的英语语音材料。阅读结合听力，能有效加深学生对文章的理解，纠正学生发音。

二、单元结构

本套教材每册包括八个单元，每个单元包括“Reading in Depth”“Banked Cloze”“Skimming and Scanning”“Tips for Effective Reading”“Extended Reading of Chinese Culture”五个模块。单元的设计和编排既考虑到题材和难易度，也照顾到策略训练的先后顺序；练习题设计侧重培养学生的英语思辨能力；阅读技巧从最基本的培养良好阅读习惯讲起，便于学生随学随用，从而有针对性地加强学生英语阅读能力的培养。

本书由杨露、车霄担任主编，丁文杜鹃、赵盼、郭明磊、黄婷婷、章金晶担任副主编，邓冶参与编写。

无论我们如何追求完美，书中仍可能存在不完善和疏漏之处，敬请各位读者给予指正。此外，在编写本书的过程中，我们借鉴了一些文献资料，在此向这些文献的作者表示最诚挚的谢意。

编者

2019年1月

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Unit One

Cultural Diversity

"No culture can live if it attempts to be exclusive."

—Mahatma Gandhi

"We may have different religions, different languages, different colored skin, but we all belong to one human race."

—Kofi Annan



Part I Reading in Depth

In this part, you are going to read two passages. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice according to the information given in the passage.



Passage A

Time taken: _____ minutes



Why There Are So Many Tunnels Under London



No one quite knows how many tunnels have been dug under London. Some of the city's many underground channels have **been subject to**¹ the Official Secrets Act. Others are so old that they have fallen into disuse and been forgotten. Nonetheless, anyone walking through central London can reckon that the busy streets around him are mirrored in **criss-cross**² tunnels below. The world's first **subterranean**³ railway, the London Underground, opened in the city 150 years ago. Last month the first tunnel for



Crossrail, an ambitious 15 billion (\$24 billion) new railway project running across London, was completed. It lies 40 meters below the surface of the city, a wonder of engineering. Why does London do so much tunneling?

London has evolved tightly packed, with narrow streets and alleyways spreading out across it like **arteries**⁴. Between 1801 and 1851 its population grew from around 960,000 to over 2.5 million. Railway lines **terminated**⁵ at the edges of the city, as it was then defined, at Paddington and Victoria. As visitors and workers flocked to the city, its central roads became increasingly **congested**⁶. Underground railways were built in 1863 to relieve the choked streets. Not everyone liked the early metro system, especially as the trains still ran on **sooty**⁷ steam engines. “I had my first experience of **Hades**⁸ today,” **spluttered**⁹ R. D. Blumenfeld, an American journalist, in 1887, “and if the real thing is to be like that, I shall never do anything wrong.” As the wealthiest city in the world at the time, London’s private investors could afford to sink money into the tunneling schemes.

London’s congestion created the need for tunnels and its **booming**¹⁰ economy provided the financing. But what made them feasible was the city’s location. The clay on which most of the city is built provided an excellent tunneling medium. It is soft enough to be **excavated**¹¹ easily, but **impermeable**¹² enough to stay dry. Once it is dug through, it will not crumble. It has a “stand-up time”, says Roger Bridge of the British Tunneling Society — when the first Crossrail tunnel was being built, parts of the section could be bored out and then explored as the clay stayed in place. Harder rock would require more powerful machines or **explosives**¹³ to dig through it. In contrast, cities such as Dublin are built on a mixture of sandstone and **boulder**¹⁴ clay. The boulders make it difficult to mine through, while the sand absorbs water, making it less **sturdy**¹⁵. Before the development of better technology, such as pressure-balance machine, such conditions made tunneling tricky. Indeed, parts of south London have fewer tunnels than the center because fewer of its neighborhoods are built on clay. (476 words)





1. What do we learn about the London Underground from the passage?
 - A) It was opened in the city 510 years ago.
 - B) It was the first underground railway in the world.
 - C) It cost twenty-four billion dollars in total.
 - D) It was popular among all the citizens at the beginning.
2. Why did London begin to build underground railway?
 - A) Because investors needed to find new ways to make profits.
 - B) Because people in London wanted to take underground.
 - C) Because the congested traffic could not meet people's needs.
 - D) Because Queen Victoria ordered people to build it.
3. What did R. D. Blumenfeld mean by saying "if the real thing is to be like that, I shall never do anything wrong." (Line8, Para. 2)?
 - A) He thought other countries should learn from London.
 - B) He thought it took too much trouble to take London's underground.
 - C) He thought highly of London's early metro system.
 - D) He did not like it at all and would not take it again.
4. What made it easier to build tunnels in London than in Dublin?
 - A) London had more advanced machines and technology than Dublin.
 - B) The clay of London is easier to be dug and waterproof.
 - C) There were not so many buildings in London as in Dublin.
 - D) London's clay is sturdier and harder.
5. Why does south London have fewer tunnels than other parts of London?
 - A) Because there are fewer neighborhoods built on clay.
 - B) Because people living there cannot afford to build many tunnels.
 - C) Because people living there do not like taking underground.
 - D) Because the clay of south London is difficult to build tunnels.



Word Bank

- | | |
|---------------------------|----------------------------|
| 1. be subject to 受……支配 | 9. splutter v. 气急败坏地说 |
| 2. criss-cross adj. 纵横交错的 | 10. booming adj. 繁荣的 |
| 3. subterranean adj. 地下的 | 11. excavate v. 挖掘 |
| 4. artery n. 动脉 | 12. impermeable adj. 不可渗透的 |
| 5. terminate v. 终止，结束 | 13. explosive n. 炸药 |
| 6. congested adj. 拥挤的 | 14. boulder n. 大圆石 |
| 7. sooty adj. 沾满煤烟的 | 15. sturdy adj. 结实的；坚固的 |
| 8. Hades n. 希腊神话中的地狱 | |



What Makes Migration Going on

Migration is usually defined as “permanent or semi-permanent-changes of residence.” This broad definition, of course, would include a move across the street or across a city. Our concern is with movement between nations, not with internal migration within nations, although such movements often exceed international movements in volume. Today, the motives of people who move short distances are very similar to those of international migrants.



Students of human migration speak of “push” and “pull” factors, which influence an individual’s decision to move from one place to another. Push factors are associated with the place of origin. A push factor can be as simple and mild a matter as difficulty in finding a suitable job, or as **traumatic**¹ as war, or severe **famine**². Obviously, refugees who leave their homes with guns pointed at their heads are motivated almost entirely by push factors (although pull factors do influence their choice of destination).

Pull factors are those associated with the place of destination. Most of these are economic, such as better job opportunities or the availability of good land to farm. The latter was an important factor in attracting settlers to the United States during the 19th century. In general, pull factors add up to an apparently better chance for a good life and material well-being than is offered by the place of origin. When there

is a choice between several attractive potential destinations, the deciding factor might be a non-economic consideration such as the presence of relatives, friends, or at least fellow countrymen already established in the new place who are willing to help the newcomers settle in. Considerations of this sort lead to the development of migration flow.

Besides push and pull factors, there are what the sociologists call “**intervening**³ obstacles”. Even if push and/or pull factors are very strong they still may be outweighed by intervening obstacles, such as the distance of the move, the trouble and cost of moving, the difficulty of entering the new country, and the problems likely to be encountered on arrival.



The decision to move is also influenced by “personal factors” of the potential migrant. The same push-pull factors and obstacles operate differently on different people, sometimes because they are at different stages of their lives, or just because of their varying abilities and personalities. For example, someone likes to be

steady, but somebody likes to adventure.

The prospect of packing up everything and moving to a new and perhaps very strange environment may appear interesting and challenging to an unmarried young man and **appallingly**⁴ difficult to a slightly older man with a wife and small kids. Similarly, the need to learn a new language and customs may excite one person and frighten another. (451 words)

6. Which of the following statements about migration is NOT true?
 - A) The generalized migration includes a move across the street or across a city.
 - B) Migration refers to permanent or semi-permanent-change of residence.
 - C) People move more across the street or across a city than move across borders.
 - D) The motives of people who move short distances are similar to those of international migrants today.
7. Which of the following belongs to the “push” factor?
 - A) The personalities of migrants.

- B) Fertile land to farm.
 C) Better job opportunities.
 D) The migration of refugees.
8. These are the factors affecting migration except _____.
 A) the economics of the place of destination
 B) whether the government is allowed or not
 C) push factors which are associated with the place of origin
 D) the trouble and cost of moving
9. Which of the following is not the “personal factors” of the potential migrant?
 A) The diverse capacity and individuality.
 B) Whether the migrant is married or not.
 C) Potential problems which are likely to be encountered on arrival.
 D) Different stages of the migrants’ lives.
10. The purpose of the passage is to discuss _____.
 A) migration between countries
 B) the motives of international migrants
 C) migration inside the country
 D) the problems of international migrants



Word Bank

1. traumatic *adj.* 痛苦的

3. intervening *adj.* 介于中间的

2. famine *n.* 饥荒

4. appallingly *adv.* 非常



Part II Banked Cloze

In this part, there is one 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.

Time taken: _____ minutes



Big in Norway: Slow TV



It all started in 2009, with a seven-hour train trip from **Oslo**¹ to Bergen. *Bergensbanen*, a live broadcast of the voyage by NRK, Norway's public broadcasting company, followed the train as it **chugged**² through dark tunnels, snow-covered mountains, and **misty**³ valleys. More than 1 million Norwegians, a good 20 percent of the country's population, tuned in to watch.

Since then, "slow TV" has become a 1) _____ Norwegian public broadcasting. In 2011, more than half the country watched a **cruise**⁴ ship's 134-hour 2) _____ up Norway's west coast. Earlier this year, NRK broadcast 18 hours of salmon swimming 3) _____. Two new **epics**⁵ 4) _____ this fall, one showing 100 hours of chess played by the Norwegian grand 5) _____ Magnus Carlsen, and another offering a "sheep to sweater" view of knitting: four hours of discussion followed by eight and a half hours of sheep-**shearing**⁶, thread-**spinning**⁷, and needle-**clacking**⁸.

Rather than 6) _____ about the programs' long running time, Norwegians seem to **relish**⁹ them. "They allow you to go far 7) _____, to enjoy more details," a viewer named Finn Lunde told the German broadcaster *Deutsche Welle*.

The hosts of *National Firewood Night*, a 12-hour broadcast of logs being cut and then burned, invited viewers to 8) _____ advice via Facebook on how to position the wood. "I couldn't go to bed because I was so excited," one commenter wrote on the Web site of *Dagbladet*, a Norwegian newspaper. "When will they add new logs?"



Slow TV reflects the patience required to 9) _____ a long Norwegian winter, but also a hint of cultural 10) _____. “All other TV is just speeding up, and we want to break with that,” Lise-May Spissøy, who produced the knitting project, told *Deutsche Welle*¹⁰. “We want to allow people to finish their sentences.” (334 words)

- | | | |
|---------------|--------------|----------------|
| A) submit | F) aired | K) mainstream |
| B) revolution | G) transmit | L) journey |
| C) deeper | H) master | M) complaining |
| D) leading | I) charging | N) profound |
| E) survive | J) rebellion | O) upstream |

名词: journey master rebellion revolution mainstream charge
 动词: complain submit survive charge transmit air
 形容词: leading deeper profound
 副词: upstream



Word Bank

- | | |
|-------------------------------|--------------------------------|
| 1. Oslo <i>n.</i> 奥斯陆 (挪威的首都) | 6. shear <i>v.</i> 剪 (羊毛) |
| 2. chug <i>v.</i> 发出突突声 | 7. spin <i>v.</i> 纺线 |
| 3. misty <i>adj.</i> 薄雾笼罩的 | 8. clack <i>v.</i> 发出吧嗒声 |
| 4. cruise <i>n.</i> 巡航, 漫游 | 9. relish <i>v.</i> 享受; 喜欢 |
| 5. epic <i>n.</i> 叙事诗 | 10. <i>Deutsche Welle</i> 德国之声 |



Part III Skimming and Scanning

In this part, there is one 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.

Time taken: _____ minutes

