



新认知 大学英语阅读教程

1

College English Reading

《新认知大学英语阅读教程》编写组 编



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前 言

教育部高等教育司 2007 年 7 月颁布的《大学英语课程教学要求》中对于大学生的英语阅读能力作出了如下规定：“能基本读懂一般性题材的英文文章和工作、生活中常见的应用文体的材料。能就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章，掌握中心大意，理解主要事实和有关细节。”《新认知大学英语阅读教程》旨在培养学生的英语综合应用能力，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。

1. 编写理念

《新认知大学英语阅读教程》着眼于大学英语教学改革的新趋势，结合《大学英语课程教学要求》的最新内涵，为学习者营造语言阅读环境，力求体现交际法语言教学(CLT)的要求。通过大量真实而实用的语言输入(input)，使学生真正成为教学活动的主体，使教师的角色由阅读材料的讲授者转化为阅读学习过程中的辅助者。

2. 教材特色

为体现交际法语言教学(CLT)的要求，《新认知大学英语阅读教程》具有如下特点：

1)选材的广泛性(sample widely)。文章题材涉及日常生活、社会习俗、体育、教育、文化、艺术、经济、科技等方方面面。它主要是为非英语专业大学生设计的，但也适用于非英语专业研究生、英语专业低年级大学生及英语自学者。

2)语料的真实性(authenticity)。选文多取自近年出版的英美报刊书籍，体

裁多样。编选过程中,为确保原作的“真实性”,对原文不作随意改动,以期学习者能借助词典自主学习。这些语料有利于学习者了解英语国家的文化思想、生活习俗、社会道德等各方面的知识,提高英语学习的兴趣。

3)与大学英语四、六级网考(CET-IBT)紧密结合。考虑适应大学英语测试改革的需要,该教材每单元的练习部分均与网考阅读题型一致,以帮助学生进行针对性训练,为参加网考做好充分的准备。

4)注重发挥语言测试的后效作用(backwash effect)。大学英语四、六级委员会主任金艳教授曾指出:“由于大学英语四、六级考试是大学英语教学的一种检测手段,同时也是大学英语教学的一个环节,因此改进其对教学的后效,即考试的反拨作用,是考试改革的重点”。本教程绝不仅是一本 CET 辅导书,我们期待其能成为引发 CET 测试积极后效的载体,以实现促进阅读教学的根本目的。

3. 框架结构与使用说明

全套教材共分四册,每册 10 个单元,每单元由两部分组成:

第一部分 Text 为主体部分,全部选用原版语料,旨在为学习者提供题材广泛、流畅自然的“活英语”。学习者既能学到相关的语言技能,又能在阅读过程中尽享文化、道德之饕餮盛宴,真正做到侧重意义的传达(meaning-focused)。

第二部分 Exercise 包含仔细阅读和快速阅读两个题型,题目设置及命题思路均与大学英语四、六级网考一致。既考查对中心大意的掌握,也考查对主要事实和相关细节的理解。

本书每单元可用于约 2 学时的课堂教学,使用时可根据情况灵活掌握。书后附有参考答案,以便学生课外自学之需。

莘莘学子,负笈苦读,而不舍昼夜。编者虽诚惶诚恐,竭尽所能,然囿于水平,必有遗漏与不周之处,敬请使用者不吝赐教。

编 者

2009 年 7 月

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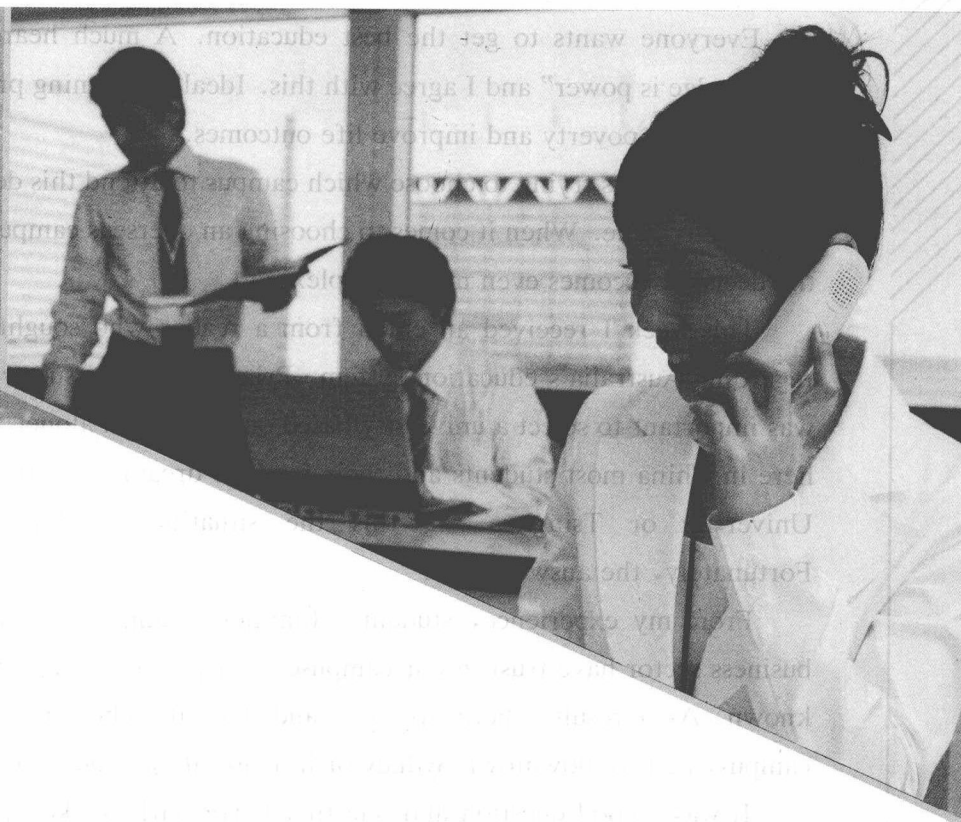
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Unit

Test

1



Text



Choosing the Right Campus for You

Everyone wants to get the best education. A much heard cliché says “knowledge is power” and I agree with this. Ideally, learning promises to lift people out of poverty and improve life outcomes.

For students trying to choose which campus to attend this decision can be difficult to make. When it comes to choosing an overseas campus to study at, the decision becomes even more complex.

This week I received an email from a reader who sought clarification regarding Australia’s education system. Primarily, the issue was whether it was important to select a university based on reputation alone. For example, here in China most students and their families dream of getting into Peking University or Tsinghua. Is this the situation in Australia similar? Fortunately, the answer is no.

From my experience, students, families, communities and the wider business sector have trust in our campuses — be they world famous or lesser known. As a result, there are pros and cons for choosing to attend any campus, be it in downtown Sydney or in tropical, less built-up Darwin.

It was a good question and one that particularly strikes at the heart of Australia’s competitive advantage in regard to education provision in the global marketplace.

Essentially in my country the government has created the Australian

Qualifications Framework (澳大利亚学历资格框架). This set of structures requires all universities and vocational colleges to meet agreed upon standards. Not only does it provide bridges between the two sectors but also between various campuses themselves.

In addition, a student who graduates from a regional campus with a law major is expected, required, and to a point as far as possible, guaranteed to have learnt and acquired the same skills that a graduate from a metropolitan campus received.

This sees students often using the same course materials and following the same examination system — whether they are from this or that university.

It often involves cross campus subject provision, e. g. a student in the north may enroll in elective subjects that are offered in a southern campus. Increasingly online distance education is being provided creating more flexibility.

When it works well, the system sees the nation's education providers working together to maximize resources and offer the best service available across the board. Thus after completion of studies, graduates are market ready and employers are willing to look at the individual and their study performance, work experience, character etc. rather than just focus on the reputation of the campus where they studied at.

So if I was to be asked the question, "I am interested in completing a Master in Accounting, but I am not too sure whether to choose this Sydney-based campus or this other Sydney-based campus", my answer would be to first realize that the two programs may very well be offering the same course material.

That in a field like accounting that is regularly administrated and tightly managed with certification skill competencies at a national level; does the

wider society prefer graduates from this campus or from that? Possibly the answer is, they don't care. They look beyond that. They look at your face and inside your character and your academic performance and try to ascertain whether you will fit in well within their organization.

Remember although George Bush Jr. went to Harvard Business School, since becoming president, the US economy has gone from a budget surplus under Clinton into an incredible, never seen before budget deficit under Bush.

Does this make Harvard a bad campus?

The point is for true, sustainable success and performance we shouldn't be relying on the reputation of other people or organizations to bring us up there.

There is no short cut to competence and quality.

Language Points

1. out of *prep.*

1) 脱离

The fish slipped out of my hand.

那条鱼从我手中滑掉了。

It was my parents who helped us get out of economic difficulties after I got married.

我结婚后,是我父母帮助我们摆脱了经济困境。

2) 出于,由于

We went to see the old city walls out of curiosity.

出于好奇我们去看了看那些旧城墙。

Jane threw her shoes at the door out of anger.

简由于生气把鞋子朝门扔去。

2. when it comes to ... 当提及到……

When it comes to talking about patriotism, he's an extremist.

一谈到爱国主义,他就很偏激。

John's got two left feet when it comes to dancing.

约翰跳起舞来显得笨手笨脚的。

He just watches TV all evening and never lifts a finger when it comes to cooking or washing up.

整个晚上他就是只顾看电视,也不帮忙烧饭或是洗餐具。

3. clarification *n.* 澄清,说明

The whole issue needs clarification.

整个问题都需要澄清。

A mutual clarification of misunderstandings is quite necessary between the two parties.

为了消除误解,双方非常有必要进行相互说明。

4. pros and cons 正反面,利弊

Let's add up the pros and cons.

咱们把正反两方面的意见总结一下吧。

He balanced the pros and cons of the situation.

他权衡考虑了一下此种情形的利弊。

5. built-up *adj.* 建筑物多的,高楼林立的

He hates living in a built-up city and moved to a suburb last year.

他不愿意生活在高楼林立的城市里,去年搬到郊区去了。

In the less built-up area, the air is fresher.

建筑物稀少的地方,空气更新鲜。

6. in regard to *prep.* 关于

In regard to teaching method, we have not yet discussed it.

关于教学方法,我们还没有讨论。

We have reached an agreement with him in regard to the shipment.

我们已经就装运问题同他达成协议。

7. **provision** *n.*

1) 供应 准备

Local councils are responsible for the provision of books to schools.

地方市政厅负责为学校提供课本。

Provision of shelter was our main concern for the disaster victims.

为灾民提供避难处是我们主要关心的事。

2) 预备

Parents have to make provision for their children's education.

父母要为孩子教育做好准备。

3) 规定

The present law makes no provision for this.

现行的法律对此未作任何规定。

8. **ascertain** *v.* 确定, 探知

Can you ascertain who he is?

你能否查明他是何许人?

I ascertain that he was murdered.

我确定他是被谋杀的。

The detective was trying to ascertain exactly who was at the party.

这个侦探试图查明都有谁参加了聚会。

9. **surplus** *n.* 剩余, 盈余

We have a trade surplus of £ 400 million.

我们有四亿英镑的贸易顺差。

Surpluses of food can be sold for cash.

多余的食物可卖钱。

10. **incredible** *adj.* 难以置信的

These soldiers fought against the enemy with incredible bravery.

战士们以令人难以置信的英勇与敌人作战。

He has an incredible house!

他有一所极美的房子！

She's an incredible actress.

她是个了不起的演员。

11. deficit *n.* 赤字, 不足额

They are discussing about the foreign trade deficit.

他们在讨论贸易逆差的问题。

We have a great deficit this year.

我们今年有很大亏损。

Tax was low and state spending was high, resulting in a budget deficit.

税率低而政府支出大, 结果出现预算赤字。

We raised £ 100, and we need £ 250; that's a deficit of £ 150.

我们需要 250 英镑, 筹集到了 100 英镑, 还缺 150 英镑。



Exercises

Part I Reading in Depth

Directions: *There are 2 passages in this section. Each 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.*

Passage One

Never has a combination of awesome size and skills come together in one package. What makes this combination odd is that it comes from far East, not exactly a hotbed for basketball prospects. But there he stands, 7-5 and 300 lbs. Yao Ming is the center of the future; a better shooter than most point guards and definitely a lot more skilled than most centers. Yao has all the tools to be successful, but as of this writing, Yao lacks only the aggression and attitude that will propel him from promising *pivot* (中心人物) to complete domination of the center position.

Dozens of articles have been written about him. People crowd the lines to get tickets to his games. His name and picture are strewn all over the news. Although he's only a *rookie* (新队员), he has become a household name. But this year's NBA number one draft pick, soft-spoken, humorous Yao Ming, who is much more than a magnificent basketball player. He is an explorer and a pioneer. Reminiscing about his childhood dream, he says "I wanted to be adventurer and explore the world." He *reveled in* (醉心) geography and history. His outstanding basketball moves have allowed him to begin accomplishing his childhood dreams.