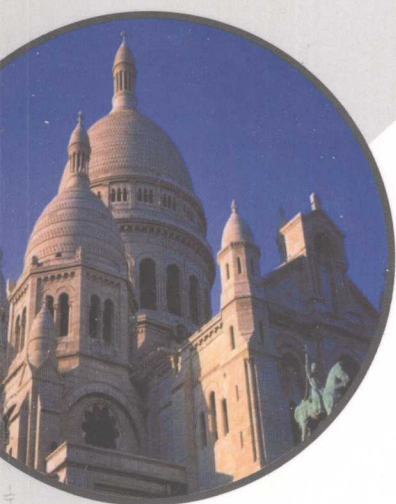


根据教育部

《大学英语课程教学要求》编写

总 主 编 李庆明  
副总主编 杨真洪 尹丕安 黄雯琴  
主 编 史小妹



普通高等院校大学英语“十一五”重点规划教材

# COLLEGE ENGLISH READING COURSE

Student's Book

## 大学英语阅读教程 IV

西北工业大学出版社

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**【内容简介】**《大学英语阅读教程(I~IV)》是高等学校非英语专业的阅读教材,旨在帮助大学生尽快适应大学英语阅读的模式及难度,为最终突破大学英语四、六级阅读难关打下坚实的基础。各分册均有12个单元,每单元均包含4篇文章:1篇快速阅读、1篇选词填空仔细阅读、2篇多项选择仔细阅读,并配有词汇、注释及其练习。

本教程可作为高等学校英语阅读教材,尤其适合在校大学生备考大学英语四、六级使用,同时对自学者提高英语阅读能力也大有裨益。

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# 前言

为了适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需求,教育部 2005 年 9 月公布了大学英语四、六级考试题型改革的新题型,同时,改革分数的报告形式,由原来的 100 分制改为 710 分制。其主要目的是使得该项考试更能准确地考查我国在校大学生的英语综合应用能力。

这次大学英语四、六级考试题型改革无论是从深度还是广度上都是史无前例的。然而,比较新旧题型中阅读理解所占的比重,我们不难发现其变化甚微,只是在考查方式上变得多样化了。从单纯的考查仔细阅读能力变为现在综合考查阅读能力,既考查仔细阅读能力,也考查快速阅读能力,同时还考查大学生通过上下文推测词义和内容的能力。现代外语教育理论认为,阅读能力是增强英语综合应用能力的基础,是提高学生外语文化素质的桥梁。阅读能力的提高,必定会深层次地提高学习者的跨文化交际能力和文化素质。

基于此,为了便于大学生尽快适应大学英语四、六级考试新题型,充分提高他们的阅读理解能力和综合应用能力,我们悉心研究了《大学英语课程教学要求(试行)》和《全国大学英语四、六级考试改革方案(试行)》,组织西安理工大学的资深教师根据其精神和要求精心编写了本系列大学英语阅读教程。本系列教程的大部分内容经过几年的使用,证明了对提高学习者的阅读应试能力、综合应用能力有很大作用。全套书共四册,各册严格按照大学英语难度分级标准设计,每册都包含快速阅读和仔细阅读所涉及的三类题型的练习,是检验学习者阅读能力梯级提高的良师益友。整套系列设计符合外语学习循序渐进的学习原则。

全套书的每册均分为 12 个单元,每单元均包括 4 篇阅读文章。第一篇为快速阅读,后附练习题,Words & Expressions,Notes 以及 Key to the Exercises。第二篇为选词填空,后附练习题,Words & Expressions,

Notes 以及 Key to the Exercises。第三、四篇为仔细阅读,后附练习题,Words & Expressions,Notes 以及 Key to the Exercises。

本册为第四册,依照大学英语四级阅读的难度、长度、题材、体裁等要求编写。内容均选自地道的英美报刊文摘,题材涉及面广,内容丰富多样,题目设计合理规范,是广大大学生提高阅读能力,攻破四级考试大关的得力助手,也是一般英语爱好者扩大知识面,了解英美文化的一个桥梁。

本系列教程每册都配有多媒体光盘 1 张,作为教材内容的延伸和定时阅读训练的辅助手段。

本系列教程在编写过程中得到了西北工业大学出版社的大力支持,在此对出版社领导和编辑表示衷心的感谢!

由于作者水平等原因,本系列教程中仍可能存在不妥之处,真诚欢迎各位专家和读者提出建议,批评指正,我们将在重印和改版时加以改进。

编 者

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## Passage 1

### Directions

There are 10 questions after the passage. Go over the passage quickly and answer the questions in the given time.

For questions 1 – 7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8 – 10, complete the sentences with the information given in the passage.

## Indonesian Tsunami Disaster

Ing, eleven years old, isn't sure how she felt after surviving the tsunami(海啸) disaster that hit the western coast of Thailand on 26 December 2004.

The tide waves not only swallowed her whole native village of Bann Nam Kem, but also the life of her loving aunt, who had taken care of her after her parents' separation. Another aunt is missing and has not yet been found.

"What happened really saddens me. I cried until I had no more tears. The only reminders of them that I could find in the debris (残骸) were one of their blouses and a watch ... On the day of the disaster, I was staying with my grandmother in a nearby village. I got very scared when I saw the wave. It was as tall as the tops of the pin trees. When it hit, I thought my grandmother and I were going to die. Luckily, a truck stopped and picked us up. We finally made it to the top of the mountain safely," she said, still looking frightened.

"My house was completely destroyed, and I do not have the courage to go back and live there again, let alone to swim in the sea. I'm afraid that such a terrible thing might happen again."

Ing is now staying at a temporary shelter, waiting for her mother who lives in another district to come and collect her. At the same time, she looks forward to going back to school. "I want to go back to study, and only hope that my school will reopen soon."

### What I Witnessed

Gordon Weiss, UNICEF's Media coordinator of Emergency Operations, was in Aceh, the province hardest-hit by the tsunami. He gave us an eye witnessed account of the disaster.

A young boy clung to a plank (厚木板). People were watching him from the bridge above, staring for a few moments, and then moving on. The boy's dead body lay atop a sea of debris, the gentle ocean swelled, rocking him against the bridge's wooden pillar.

The one emerald-green (鲜绿色) rice paddy-fields (稻田) of Aceh have become graveyards for thousands of people. Bloated (肿胀的), blackened bodies rose above the water and lined the narrow roads. Corpses seemed to be everywhere...

On that fateful morning, farmers working on their fields watched in amazement as a wall of water appeared in the distance, then tore across a broad strip of coastal land, smashing everything in its path. The 10-meter-high wall of water—carrying wood and other debris—surged across the plain, crossing the two kilometers to Segun Ayon in about 4 minutes.

We drove on a little closer to the sea, to the village of Pengungi. Of the 6,000 people in the area, about 1,000 were killed. A third of the victims were children; another third, women.

The children, frightened by their experience, clung to their parents as we talked. The adults told us that 13 of the 15 schools in this small cluster of villages had been destroyed. Many of the teachers were killed. Apart from food and water, the people here pleaded for help to reopen the schools for their children, who desperately needed a safe place that could restore some normalcy (正常状态) to their shattered lives. One old woman said in broken English, "Education is medicine to these children."

Every few hours, aftershocks shook the ground here. The stench (恶臭) of death lingered in the air. Half of the city of Banda Aceh had been destroyed, with the figures for the dead rising each hour.

### What We Can Do

Kofi Annan, Secretary-General of United Nations, delivered his statement in Jakarta, Indonesia, 6 January 2005.

What happened on 26 December 2004 was an unprecedented, global catastrophe. It requires an unprecedented, global response. For the United Nations, it is the largest natural

disaster the Organization has had to respond to on behalf of the world community; in the sixty years of our existence ... It seems at times like a nightmare from which we are still hoping to awaken.

We will never know the exact number of how many men, women and children perished on 26 December, and in the eleven days that have passed since then. We do know that at least half a million people are injured; that more than a million people are displaced (失去家园); that nearly two million people need food aid; and that many more need water, sanitation and health care.

So as we grieve for the dead and pray for those still searching for loved ones, we have a duty to the survivors.

### **To Treat the Wounded**

To prevent further suffering as a result of polluted drinking water, destroyed infrastructure, of food, clothing and shelter.

To stop the tsunami from being followed by a second wave of death, this time from preventable causes.

And in the longer term, to prevent a third wave of despair, where people can't recover their livelihoods, homes or communities.

The governmental response has been matched by unprecedented generosity from the general public. Consider the six-year-old boy in Shenyang, China, who donated his life savings of 22 dollars. Or the citizens of Sweden, a country of nine million inhabitants, who have raised more than 70 million dollars for the relief effort in Asia, while struggling to cope with the fact that almost 2,000 of their compatriots (同胞) are still missing in the tragedy ...

So the goodwill and concern around the world are enormous. So are the challenges facing us.

### **Another Disaster to Children**

The most heartbreaking the tsunami disaster has brought was on children, who account for as many as one-third of the total killed. Now, as refugees register in temporary camps, the world is confronting a different sort of tragedy: tens of thousands of children have been either separated from their parents or orphaned. These kids, whom relief workers are calling "the Tsunami Generation," have become prime objects of the global outpouring of sympathy. But they are also drawing some unwanted attention.

Relief workers say many orphans are suffering from both physical and psychological trauma (创伤). A UNICEF spokesman says many are "in a state of denial." Some who saw their mothers drawn, he says, cling to the belief that Mom has just gone to the ocean for a while, and that she will soon return. Protecting children from exploitation is another priority. Previous disasters have demonstrated that kids are targets for gangs involved in human trafficking (人口买卖), which thrives in parts of the region.

How serious is the threat? Supervisors, in at least one refugee center in Sri Lanka, report that people have turned up asking if they can buy children. "Bad people take advantage of difficult situations," Bellamy says.

### Response to the Threat

The Indonesian government responds by restricting travel for kids and banning adoptions out of Aceh. Indeed, none of the affected nations are eager to send tsunami orphans abroad.

The U. S. State Department, for its part, has placed a postponement on adoptions of tsunami survivors by U. S. citizens. For one thing, not all the displaced children are necessarily orphans. Some newly single parents may have dropped off their kids at shelters as they surveyed the ruins of their houses and lives. Other parents may still be alive but were separated from their children during the chaos of the flood. "For every story about an orphan" says Paul Deveril, a UNICEF project officer in India, "there's also a story about a parent searching for their child."

Those who still want to help have options. Both the French and Italian governments have set up programs that will allow people to sponsor tsunami orphans. In the U. S., the Christian mission Gospel for Asia, based in Carrollton, Texas, is raising funds to build 10 "transition homes" in Sri Lanka alone. But there's also the risk that with so many displaced children, local governments won't be able to find new homes for all of them, which could make thousands of orphans permanent wards(被监护人) of their respective states. Perhaps then their adoption by foreigners will not seem such a bad idea.

Approximate Length: 1,375 words  
Suggested reading time: 8 minutes  
How fast do you read? \_\_\_\_\_

### Comprehension Exercises

Complete the following exercise without referring back to the passage you have read.

1. The passage mainly talks about protecting children after tsunami disaster.
2. When the disaster happened, Ing was together with her grandmother in a nearby village.
3. A third of the victims were women in the village of Pengungi.
4. In the city of Banda Aceh, the figures for the dead rose continuously.
5. There were almost 2,000 Sweden tourists missing in the tragedy.
6. We will never know the exact number of how many men, women and children perished on 26 December because there were too many tourists.

7. The U. S. citizens cannot adopt tsunami survivors immediately after the disaster but they can still help in some other ways.
8. The U. S. State Department postponed \_\_\_\_\_ of tsunami survivors by U. S. citizens.
9. Many orphans are suffering from both \_\_\_\_\_ trauma.
10. To sponsor tsunami orphans and \_\_\_\_\_ are two options for those who offer help.

### Words & Expressions

1. **swallow** *v.* 咽, 淹没, 吞没  
*e. g.* a building that was swallowed up by fire 被火焰吞没的建筑
2. **let alone** 更不用提, 更别说  
*e. g.* Their ancestors had been dirt poor and never saw royalty, let alone hung around with them. 他们的祖先穷得要命, 从来没有见过皇族成员, 更不用说和他们在一起了。
3. **UNICEF** (United Nations International Children's Emergency Fund) 联合国儿童基金会
4. **give an account of** 报告, 叙述, 说明
5. **coordinator** *n.* 协调人  
*e. g.* cooperative coordinator 合作协调员
6. **pillar** *n.* 柱子  
*e. g.* a pillar of the state 国家的栋梁
7. **catastrophe** *n.* 灾难
8. *e. g.* The catastrophe of a tragedy usually brings death or ruin to the leading character. 悲剧的结局常常是主角死亡或毁灭。

### Notes

1. The tide waves not only swallowed her whole native village of Bann Nam Kem, but also the life of her loving aunt, who had taken care of her after her parents' separation. 汹涌的海浪不仅淹没了班·纳姆所生活的村子, 也毁掉了自从她父母离异后一直照顾她的亲爱的姨妈的生活。
2. The boy's dead body lay atop a sea of debris, the gentle ocean swelled, rocking him against the bridge's wooden pillar. 男孩的尸体漂浮在海里的残渣上面, 平静的大海开始涌浪, 他的尸体被撞到桥下的木柱上。
3. On that fateful morning, farmers working on their fields watched in amazement as a wall of water appeared in the distance, then tore across a broad strip of coastal land, smashing everything in its path. 在那个带来灾难的早晨, 在田里干活的农民惊异地看到, 一道水墙出现在远处, 接着漫过一大片岸边的土地, 所到之处, 摧毁了一切。
4. And in the longer term, to prevent a third wave of despair, where people can't recover their livelihoods, homes or communities. 从长远来看, 必须防止第三次绝望的到来。也就是防止人们不能恢复生活, 不能重建家园或社区。

5. But there's also the risk that with so many displaced children, local governments won't be able to find new homes for all of them, which could make thousands of orphans permanent wards of their respective states. 但是,也有一定的风险,因为美国地方政府不可能给那么多无家可归的儿童都找到收养人。这样一来,数以千计的孤儿就有可能成为他们各个州的永久被监护人。

### Key to the Exercise

1. Y    2. Y    3. Y    4. Y    5. NG    6. NG    7. N  
8. adoption    9. physical and psychological    10. to raise funds

## Passage 2

### Directions

In this section, there is a passage with 10 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. Please choose the corresponding letter for each item. You may not use any of the words in the bank more than once.

### Shinzo Abe Faces a Tough Balancing Act

It's been a rocky (动摇不定) six months for Shinzo Abe ever since he became Japan's prime minister in September. But this month he got help from an unexpected quarter: Chinese Prime Minister Wen Jiabao, who came to Tokyo to 1 the two countries' frosty relations. Wen's visit, payback for a trip to Beijing Abe made shortly after coming to office, has boosted Abe's approval 2 by 4.3 percent in the past month (to 44.2 percent, according to the Kyodo news agency). And it points to the one way Abe may be able to bail out (帮助走出困境) his government. Though he's failed to articulate (清楚地说出) any sort of coherent 3 program, an increasingly assertive (过分自信的) foreign policy may prove Abe's salvation.

At least, he seems to hope so. Abe plans to build on Wen's visit by 4 to Washington and Camp David next week, where he'll showcase (表示) his friendship with George W. Bush and reaffirm the U. S. -Japan 5. Next, he'll fly to the Middle East,

the biggest source of Japan's oil, where he'll stop in several gulf kingdoms and Egypt. Coming on the heels of a landmark defense treaty Tokyo signed with Australia on March 13, the moves suggest Abe is on something of a roll, and before his departure, he granted NEWSWEEK an 6 interview on his new foreign policy. Despite his successes, however, international affairs could still prove his undoing. The same principles that have fueled (促成) his victories have also led to some of the worst controversies. Abe, at heart, is a 7 Japanese nationalist eager to reassert his country's standing. But the world may not be ready for this.

Japan's wartime record remains a major 8 in Asia's international affairs. The deep freeze in Sino-Japanese relations, for example, was a result of visits Abe's predecessor, Junichiro Koizumi (小泉纯一郎), paid to the Yasukuni Shrine (靖国神社), which 9 14 executed Class-A war criminals (甲级战犯) (in addition to 2.5 million Japanese war dead). Abe has defused (缓和) the issue by simply 10 to go without making any promises one way or another. And he was a founding member of a group of parliamentarians (国会议员) that has pushed to downplay (轻描淡写地对待) Japan's wartime crimes in school textbooks and to emphasize "patriotic education."

Approximate Length: 362 words

- |              |               |                 |          |           |
|--------------|---------------|-----------------|----------|-----------|
| A. heading   | B. exclusive  | C. irritant     |          |           |
| D. warm      | E. attempting | F. visit        |          |           |
| G. domestic  | H. gap        | I. proves       |          |           |
| J. declining | K. alliance   | L. conservative |          |           |
| M. honors    | N. wartime    | O. rating       |          |           |
| 1. _____     | 2. _____      | 3. _____        | 4. _____ | 5. _____  |
| 6. _____     | 7. _____      | 8. _____        | 9. _____ | 10. _____ |

### Words & Expressions

- frosty adj.** 严寒的, 霜冻的; 冷淡的, 不热情的  
e. g. a frosty morning 一个寒冷的早晨; a frosty look 冷淡的表情
- quarter n.** 方向, 区域, 供应来源  
e. g. Help came from many quarters. 援助来自四面八方。
- rating n.** 评估, 估价
- coherent adj.** 一致的, 连贯的  
e. g. a coherent argument 前后一致的论点
- salvation n.** 挽救, 拯救
- alliance n.** 联盟, 联合, 结盟  
e. g. enter into (an) alliance with 与……结成联盟, 与……联合  
make an alliance 结成联盟



7. **grant** *v.* 同意  
e. g. grant a request 答应请求
8. **undoing** *n.* 解开, 复旧, 毁灭, 取消
9. **controversy** *n.* 争论, 争议  
e. g. The fact is beyond controversy. 这个事实无可争辩。
10. **patriotic** *adj.* 爱国的



1. Shinzo Abe: 安倍·晋三(1954年9月21日—)是日本著名的鹰派政治家, 日本前首相及自民党的总裁。
2. Camp David Presidential Retreat Site(戴维营——美国总统的避暑胜地) is located 70 miles from the White House in the Catoctin Mountains of Maryland. Camp David was established in 1942 as a place for the President to relax and entertain. President Franklin Delano Roosevelt wanted to escape the summer heat of Washington, D. C., and the higher altitude of the Camp provided cool breezes and good security. President Roosevelt called the Camp "Shangri-La" after the mountain kingdom in James Hilton's book *Lost Horizon*. It was renamed Camp David in 1953 by President Eisenhower in honor of his grandson.
3. The same principles that have fueled his victories have also led to some of the worst controversies. 同样的原则促成了他的胜利也导致了一些最严重的争议。
4. And he was a founding member of a group of parliamentarians that has pushed to downplay Japan's wartime crimes in school textbooks and to emphasize "patriotic education." 他还是一群议会会员的常委, 这些议会会员竭力推行日本教科书中对日本战争罪行的淡化而强调“爱国教育”。



1. D    2. O    3. G    4. A    5. K    6. B    7. L    8. C    9. M    10. J

### Passage 3

#### Directions

The 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 after reading.