

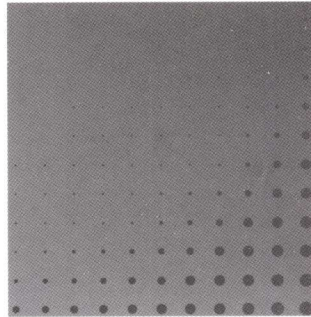
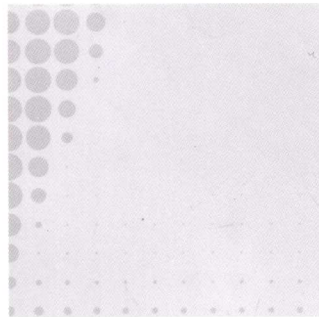
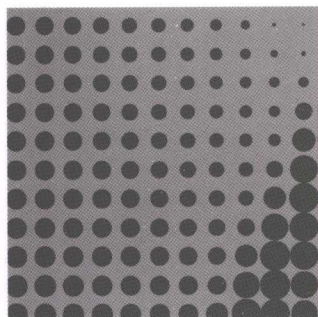
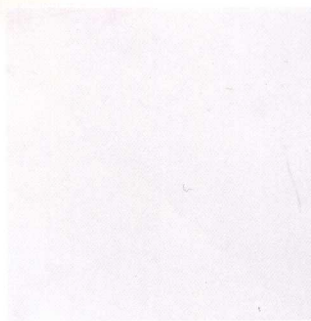
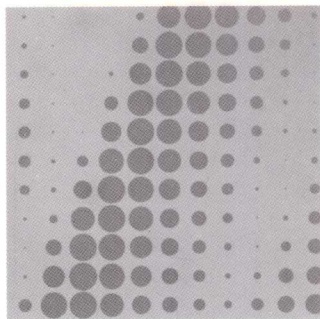
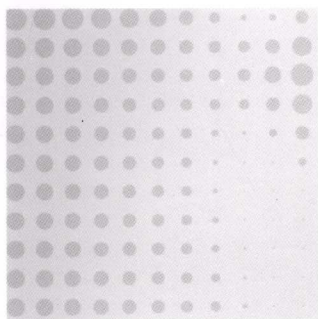
大学英语教程

快速阅读

4

总主编：刘明东

本册主编：郑际根



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4

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前言

培根曾经说过：“阅读使人充实，会谈使人敏捷，写作与笔记使人精确。”听、说、读、写四大技能在人的一生中都扮演着重要的角色，在学习语言的过程中更是如此。根据《大学英语课程教学要求》，大学生应该“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。”如何在阅读英语篇章时快速准确地获取所需信息，如何提高英语篇章的理解能力是大学生们一直关注的问题。着眼大学生英语阅读的现状，我们编写了本教程。

本教程共有 1—4 册，每册分 15 个单元，每单元含 Text A, Text B, Text C 共三篇快速阅读材料及习题，每篇材料词数基本控制在 700—1200 词。所选材料内容新颖、题材广泛、体裁多样、难度适中（对可能影响理解的难度较大的词汇进行了中文释义）。所编题型与大学英语四级考试快速阅读部分题型要求一致，难度相当，遵循了“考核学生通过快速阅读获取文章主旨大意或中心思想的能力”和“考核学生利用各种提示，如数字、大写单词、段首或句首词等快速查找特定信息的能力”两大原则。Text A 可供教师在课堂组织学生限时阅读，Text B 和 Text C 可供学生用来课后同步训练。书末附有各单元课文中关键文化信息的相关背景知识注解及习题答案。

本书在编写过程中参考了大量的国内外相关文献资料，特向有关作者致以诚挚的谢意。

编 者

2009 年 3 月于长沙

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Unit 1

Text A

Directions: In this part, you are required to go over the passage quickly within the given time and answer the questions that follow.

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.

New Communications Tools Help Emergency Responders

(字数: 904 字 建议阅读时间: 13 分钟)

BOULDER, Colorado (CNN)—It is a problem that scientists and engineers have been *grappling* (尽力解决某困难问题) with since the *aftermath* (事件结束后的一个时期) of the September 11, 2001, terrorist attacks: How can emergency responders' communication tools be improved?

At ground zero in New York, first responders deployed search-and-rescue robots to help find survivors. The robots were supposed to be controlled via radio signals that never reached their targets.

"One of the things that became very clear was that the radio signals were lost rapidly between the transmitter, the robot and the person controlling the robot," electronics engineer Kate Remley said. "So, as a result, the robots were not able to go very far into the rubble pile to look for victims or for survivors."

From placing equipment inside soon-to-be-imploded buildings to testing a robot's ability to send audio and video in abandoned mines, Remley and other researchers at the National Institute of Standards and Technology are working to improve the devices that emergency workers rely on. The institute conducts research in places that are notorious for rough emergency communications, from tunnels to collapsed buildings to oil refineries filled with metal that interferes with radio signals.

"We did some measurements in an old silica mine in northern California, where we deployed an urban search and rescue robot into the tunnel," Remley said.

"We monitored the radio wave communication, and we made note of where the signals failed, at what frequencies those signals failed and how far into the tunnel we could go before communication was lost. And we studied both the video that was being transmitted back from the robot and the control communications to the robot," she said.



The tunnel research revealed a “sweet spot”: a particular frequency in mines, subways and tunnels where radio signals travel farthest. That may help researchers design wireless systems that are more likely to function in a disaster.

The sweet spot varies depending on a tunnel’s dimensions. In a subway-sized tunnel, it is usually in the range of 400 *megahertz* (兆赫, 频率单位) to 1 *gigahertz* (千兆比特, 量度信息的单位).

Creating “smarter” robots may also help improve disaster communications.

“A ‘smarter’ robot will monitor its own received signal strength, so it will know when it is beginning to lose communication with its operator, and it will automatically deploy a little repeater (a device that can amplify and rebroadcast a radio signal) behind itself,” Remley said.

“So it’s a kind of artificial intelligence. The robot is saying, ‘I know that I’m in a weak signal environment. I need to correct for that right away.’”

Not all of the research is done in difficult or dangerous places. The National Institute of Standards and Technology labs in Boulder, Colorado, have some intriguing facilities that also assist researchers in understanding how radio waves move.

One is the *anechoic chamber* (无回声室), which means “without reflection.” Remley said it is a very good facility for testing one transmitted signal and one received signal, because there are no reflections off the walls.

The campus also contains a *reverberation* (回声) chamber that creates the exact opposite effect.

“The idea here is, get as many reflections as possible,” engineer Chris Holloway said.

“The *magnetic* (有磁性的) fields bounce around inside this room. If we have a piece of wireless device and we want to see how it would work in environment X, Y, Z, we can come in here and change this environment, and it would give a researcher or engineer a very *quick and dirty* (暂且应急的) way of testing how a system might work,” he said.

Researchers also put transmitters in buildings that were about to be *imploded* (使内爆) and measured their signals before, during and after the collapse. Then they tried to locate the equipment after the building was destroyed. Information from those tests could help find rescue workers with two-way radios and help pinpoint trapped survivors with cell phones.

Holloway and others also have created radio maps of public buildings, including shopping malls, sports stadiums and convention centers.

“Part of the project was to look at how these buildings might behave during a collapse,” Holloway said. “If someone is trapped under the rubble, how might you locate them?”

Whether in government or private industry, there is, sometimes, a disconnect between what

scientists think is important and the realities faced by first responders in the field. That's why the institute works closely with those who know what it's like in the *trenches* (深沟).

Lt. George Hough of the New York Fire Department has worked with Remley and others at the National Institute of Standards and Technology. He stressed that equipment that works well in a lab might not be adequate in a disaster setting.

"It's got to work in the field for a responder," Hough said. "It can't be too complicated, and it's got to work under many varying circumstances and conditions. So the more testing that is done, the more we'll be able to understand why it doesn't work in some of these environments."

Remley said there is an added motivation for this research: helping protect the lives of police officers and firefighters who do dangerous rescue work.

"We need standards in place that will ensure robust communication between whatever the new technology is. It's not just radios anymore. It's also the emergency beacons and robots," she said, "We need to make sure those technologies will operate in a very robust, reliable way."

- () 1. This passage mainly talks about how emergency responders' communication tools can be improved.
- () 2. In an old silica mine in northern California, the researchers deployed an urban search and rescue robot into the tunnel.
- () 3. Creating "smarter" robots is likely to help improve disaster communications.
- () 4. Not all of the research is done in safe or comfortable places.
- () 5. The campus contains a reverberation chamber that creates the exact effect.
- () 6. According to Holloway, the whole project was to look at how these buildings might behave during a collapse.
- () 7. In the near future, the technologies will operate in a very robust, reliable way.
- 8. The National Institute of Standards and Technology conducts research in places that are notorious for _____.
- 9. _____ is said to be a very good facility for testing one transmitted signal and one received signal, because there are no reflections off the walls.
- 10. Another motivation for the research is to _____ who do dangerous rescue work.

(实际阅读时间: _____分钟 正确率: _____%)

Text B

Directions: In this part, you are required to go over the passage quickly within the given time and answer the questions that follow. 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.

The West Point Way of Leadership

(字数: 757 字 建议阅读时间: 11 分钟)

West Point takes the task of building leaders very seriously. I was a *cadet* (军事院校的学员) at West Point as one of the architects of the leader development program. At its core is the philosophy and practice of moral principles, high-minded values, and selfless service. It has helped me understand what is expected of a leader and how to meet those expectations.

Start from Scratch

Every leader is ultimately a follower. The first step of followership is getting down to zero—realizing all you don't know, reducing yourself to nothing, and then opening up to being remade.

For example, when entering cadets or “*plebes*” (美国陆军或海军学校的一年级新生) are questioned by upper-class officers, they are restricted to four answers: “Yes, sir”, “No, sir”, “No excuse, sir” and “Sir, I don't understand.”

The system doesn't always seem fair, but plebes learn to live with the injustice anyway. The lesson: no matter what the circumstances, they must live up to their careers that may mean presenting themselves with proper military bearing. Later, they will be responsible for other lives.

Make Success a Habit

At West Point we don't teach cadets to listen for the good of their souls. We teach them that success depends on their understanding of the demands being placed on them. After all the briefings and all the practice and all the lecturing is over, we send them out to do the job—fully expecting that they will accomplish everything they set out to do. This is the key: We expect success. There is “No excuse, sir” for performance that is not perfect. Officers want results. They are not interested in *elaborate* (详尽的) explanation of why you couldn't deliver.

Withhold Rewards

In their plebe year at West Point, cadets are not frequently praised for a job well done. If you reward people too frequently, they become dependent on positive reinforcement for successful performance. We save praise for thoroughly important achievements. The Academy does encourage self-reward by setting up experiences to find internal satisfaction from work well done.

Pursue the Harder Right

Cadets are expected to behave morally and professionally in all instances. Leader should always do the right thing, as opposed to doing what is *expedient* (有利的, 方便的), pragmatic, or popular. West Point asks cadets to go one step further and reach for “the harder right.”

Before a leader makes a decision, he must imagine his range of influences as a circle. The harder right is the decision that most positively affects the widest possible circle of people. This requires “moral math” that isn’t instinctual—it must be learned. Our ethical instincts tell us to do right by those immediately around us—our friends, family, and close colleagues. But at West Point we demand that our leaders cast the circle ever wider and take into consideration not just those nearest to them, but the Army, the community, the nation, and the world. This concept takes years to learn. It is a continual process of raising one’s sights to include more and more.

Push for Perfection

In their first experiences of direct leadership, many leaders encounter what they perceive as a dilemma: maintaining a positive relationship with their subordinate while demanding high standards of performance.

During my plebe year, I was particularly aware of the constant corrections of my appearance and behavior by a certain *yearling* (军校二年级学员). At first I perceived his attention as sheer *harassment* (烦扰) arising from some *inexplicable* (莫名其妙的) *malice* (恶意) on his part. One day, however, he made several suggestions for my well-being. From then on, I began to change my opinion about that cadet, believing that he hadn’t been harassing me at all. His high standards would help me to succeed and I was inspired to try my best to fulfill his expectations.

Encourage Risk Taking

A former cadet I know carries in his wallet a brief ethic for leaders:

Risk more than others think is safe. Care more than others think is wise. Dream more than others think is practical. Expect more than others think is possible.

Leaders should accept honest mistakes by subordinates. We all learn from our mistakes—unless leaders create an atmosphere in which mistakes cannot survive.

A story about retired IBM CEO Thomas Watson Jr. dramatizes this point. IBM lost \$10 million due to the mistake of a *subordinate* (下级) in shame. Watson rejected it categorically. “Not on your life!” he said. “You think I’ll let you go now after spending \$10 million on your education?”

1. The core of the leader development program is _____.
 - A. selfless service
 - B. the philosophy and practice of moral principles
 - C. high-minded values
 - D. all of the above



2. There is only one answer for cadets to reply when their performance is not perfect. That is _____.
A. "Yes, sir." B. "Sir, I don't understand."
C. "No excuse, sir." D. "No, sir."
3. The West Point holds a principle of "Withhold Rewards" because _____.
A. cadets couldn't get their job well done
B. it doesn't want the cadets to become dependent on positive reinforcement for successful performance
C. cadets are not interested in the rewards
D. not mentioned in the passage
4. Before a leader makes a decision, he must imagine his range of influences as a circle, including his _____.
A. friends and close colleagues
B. family, nation, and even the world
C. army and the community
D. all of the above
5. In their first experiences of direct leadership, many leaders encounter what they perceive as a dilemma, i.e. _____.
A. maintaining a positive relationship with their subordinate
B. demanding high standards of performance
C. both A and B at the same time
D. maintaining a negative relationship with their subordinate while demanding high standards of performance
6. "Not on your life!" in the last paragraph means _____.
A. "It is none of your business." B. "It is not your fault."
C. "Absolutely no way." D. "It won't happen in your life."
7. What does "West Point" in the passage refer to?
A. A kind of school where the cadets are trained to be leaders.
B. A training course.
C. The birthplace of many leaders.
D. A place where many leaders work.
8. "Start from Scratch" means _____.
9. In West Point, the cadets are expected to _____ in all instances.
10. The story about retired IBM CEO Thomas Watson Jr. dramatizes that the leaders should _____.

(实际阅读时间: _____分钟 正确率: _____%)

Text C

Directions: In this part, you are required to go over the passage quickly within the given time and answer the questions that follow. 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.

The University of Sydney

(字数: 822 字 建议阅读时间: 12 分钟)

Established in 1850s, the University of Sydney is Australia's first university and is regularly ranked among the world's best. For generations it has influenced the development of the nation through its teaching and research; the provision of advice to government, industry and the wider community; and its contribution to public debate.

As a comprehensive, research-intensive global university, the University of Sydney is a key member of the Group of Eight, Academic *Consortium* (联合) 21 (AC21) and the Association of Pacific Rim Universities (APRU). Vice-Chancellor Professor Gavin Brown chairs APRU, which fosters cooperation to advance the economic, scientific and cultural well-being of Pacific-rim economies.

The university has formal links with many of the world's leading universities. Its global network of partner institutions covers research collaboration, joint teaching projects and staff and student exchanges across 37 countries in Europe, North America and Asia. In China, the University of Sydney collaborates with Tsinghua, Peking, Fudan, Shanghai Jiaotong, Nanjing and Hongkong universities.

As a global university, the University of Sydney measures itself by international standards, and *aspires* (渴望) to achieve:

- clear leadership as Australia's premier university;
- acknowledgment and ranking as one of the top five universities in the region;
- recognition and ranking in the top 40 universities around the world.

With 17 faculties and more than 100 teaching departments, the University of Sydney offers the widest range of academic courses in Australia. The university has almost 3,000 full-time academic staff and 45,000 students, with an excellent staff-to-student ratio.

Excellence in Research

The university is committed to excellence in research and has an outstanding record in winning national competitive funding. Latest figures confirm the University of Sydney as the Australia's

leading Research University, winning more grants and more funding (\$49 million) from the Australian Research Council (ARC) than any other university. It also won the largest share of National Health and Medical Research Council funding for the projects for 2003-2005.

The university hosts four ARC Centers of Excellence—the Centre for Autonomous Systems, the Centre for Quantum Computation, the Centre for Ultrahigh-bandwidth Devices for Optical Systems and National Information Communication Technology Australia (NICTA). It is also home to the International Centre of Excellence in Sports Science and Management. The university of Sydney hosts ARC Centre in *polymer* (聚合物) *colloids* (胶体) filed *robotics* (机器人学), microscopy and microanalysis, transport management, and design computing and cognition and the ARC Special Research Centre for research on Ecological Impacts of Coastal Cities.

The university also has three National Health and Medical Research Council centers of clinical research excellence in liver disease, *renal* (肾脏的) medicine, and clinic and health ethics and participates in 17 federal governments.

Funded cooperative research centers, three of the Australian Government's major national research facilities—the Nanostructural Analysis Network Organization, the Australian Proteome Analysis Facility and the Gemini and Square Kilometer Array—are also based at the University of Sydney.

The University of Sydney has attracted 15 of the Australian Government's prestigious Federation Fellowships.

Creative Teaching and Quality Learning

The university is proud of its diverse student population and has developed a *robust* (健全的) program of merit scholarships and financial support for students in need while provided over \$5.5 million in 2006—one of the most comprehensive and generous schemes of any university in Australia. This is supplemented by Commonwealth-provided funding for a significant number of equity scholarships.

Programs of study are regularly reviewed and updated to ensure they are academically challenging and professionally relevant. The University of Sydney offers 810 undergraduate and postgraduate degrees and diplomas across 17 faculties. More than 25 new courses have been approved for commencement in 2007.

An Incomparable Experience

The university's teaching, research and cultural efforts are supported by extensive facilities, including the largest university library collection in the Southern Hemisphere and museums that hold collections of international significance in *archaeology* (考古学), art, natural history and *ethnography* (人种论). These facilities will be enhanced by the university's Campus 2010 project, which is providing new buildings for student services, law and information technologies, as well as improves grounds and extensive landscaping.

With a fully-equipped sporting and recreation complex and 41 different sporting clubs, many playing at first-class level, the University of Sydney Provides excellent opportunities for students. In 2004 the University of Sydney sent 18 athletes and a coach to the Athens Olympics and Paralympics—more than many small nations.

Distinguished Achieves

Graduates of the University of Sydney can be found at the top of many fields throughout the world. Among those who have gained international recognition are:

- four prime ministers of Australia (Barton, McMahon, Whitlam and Howard);
- former President of the World Bank James Wolfensohn;
- filmmakers Phi Noyce, Jane Campion and Bruce Beresford;
- designer Marc Newson;
- *soprano* (女高音歌手) Yvonne Kenny;
- conductor Simone Young;
- writers Germaine Greer and Clive James;
- Nobel *laureates* (获奖者) Sir John Cornforth (chemistry), Sir Robert Robinson (chemistry);
- *emeritus* (荣誉退休的) Professor John Harsanyi (economics);
- president of the Roral Society Lord May.

1. For a long time, the University of Sydney has influenced the development of the nation through many ways, including _____.
A. its teaching and research
B. the provision of advice to government
C. its contribution to public debate
D. all of the above
2. According to the passage, the University of Sydney has staff and student exchanges with many of the world's leading universities EXCEPT those in _____.
A. Europe
B. North America
C. Africa
D. Asia
3. About the research in the University of Sydney, which of the following is TRUE?
A. It has won more grants and more funding (\$49 million) from the Australian Research Council (ARC) than any other university.
B. It also won the largest share of National Health and Medical Research Council funding for the projects for 2002-2005.
C. The university has been the host of fourteen ARC Centers of Excellence in the country.
D. The university is excellent in research and has an outstanding record in winning national competitive funding.

- (实际阅读时间: ____分钟 正确率: ____%)