

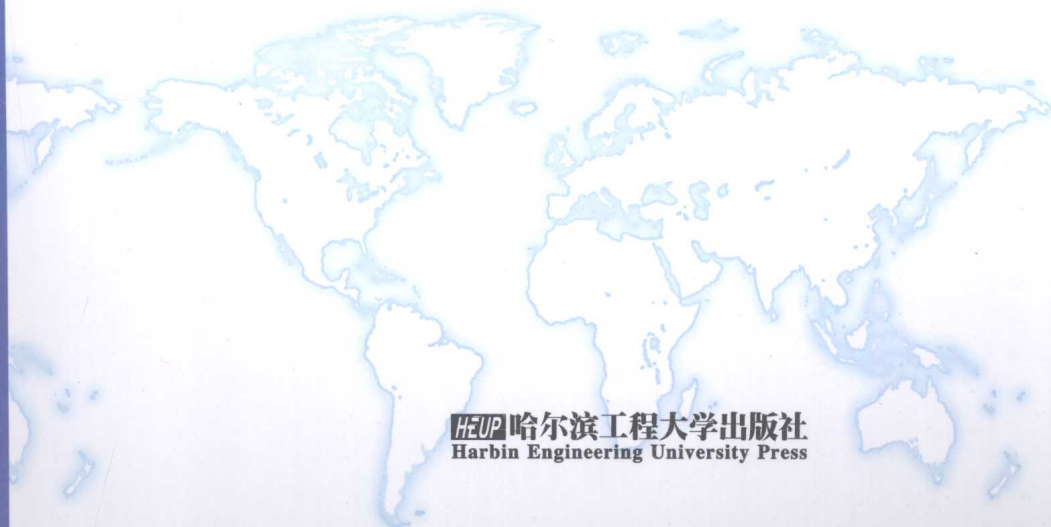


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新编大学英语 阅读教程2



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新编大学英语阅读教程 2

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内 容 简 介

本书包括阅读和快速阅读两个部分,每部分都由若干篇阅读练习构成。编者从文章的篇章安排、文章长短度、教学建议等方面都作了较好处理,所有模拟文章素材都经过编者精心挑选,包含了历年四、六级阅读真题所有的题材、体裁;文章所涉及的词汇涵盖了全部的四级核心词汇。

本书适用于广大英语四、六级的备考考生,也是各大专院校阅读课堂不可缺少的练习辅助材料。

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前言

PREFACE

英语阅读理解是大学英语学习的重中之重,既是同学们夯实基础的关键,又是各类英语考试的拿分大项,同时英语阅读理解的技能学习和掌握往往是难中之难,日常学习和应试把握常常无从下手,颇有“成也阅读,败也阅读”的态势。《新编大学英语阅读教程》的编写基于这样一个理念:紧扣大学英语教学目标的要求,配合英语教师的日常教学,同时有针对性地为大学英语四、六级考试进行辅助铺垫。试题材料主要选自近几年英、美等国出版的原文作品和报刊文章,选题紧紧围绕“代表性、科学性、前瞻性、操作性”的主题,由众多经验丰富的一线教师精心设计。全书试题由浅入深,循序渐进,内容新颖,趣味性强,旨在引导读者少走弯路,科学快速地提高英语阅读理解能力,高效率地学习英语。

《新编大学英语阅读教程》每一分册都由阅读和快速阅读两部分组成。本套教程第一和第二分册的阅读部分单词量一般保持在 500 词左右,快速阅读部分单词量在 1 200 词左右;第三和第四分册文章难度加大,单词量也相应增加,阅读部分单词量在 550 ~ 600 词之间,快速阅读部分单词量在 1500 词左右。

语言和文化密不可分。语言具有丰富的文化内涵,文化意识也是语言综合运用能力的一个组成部分。《新编大学英语阅读教程》的选材具有浓厚的英语文化色彩。学习这套教材,不仅可以提高学生的英语阅读能力,更可以让学生领略丰富多彩的异域文化,加深学生对英语文化的了解。

本书由马冬担任主编,杨海娟和范开梅副编。其中马冬编写了阅读部分的第 1 ~ 46 篇,约 9 万字;杨海娟编写了阅读部分的第 47 ~ 50 篇和快速阅读部分的第 1 ~ 13 篇,约 8 万字;范开梅编写了快速阅读部分的第 14 ~ 30 篇,约 8 万字。

《新编大学英语阅读教程》是我们在大学英语教学内容和课程体系改革方面所做的一次大胆尝试。我们的目标是让学生通过自身实践,认真体会、积极思考和亲身体验,培养一定的语感,以期有效地提高他们的英语阅读能力。编写中定会存在不当和疏漏之处,敬请使用者批评指正。

马 冬

2010 年 5 月



CONTENTS

第一部分 阅 读

Passage One	1
Passage Two	2
Passage Three	3
Passage Four	5
Passage Five	7
Passage Six	8
Passage Seven	10
Passage Eight	11
Passage Nine	13
Passage Ten	14
Passage Eleven	16
Passage Twelve	18
Passage Thirteen	19
Passage Fourteen	20
Passage Fifteen	22
Passage Sixteen	23
Passage Seventeen	25
Passage Eighteen	26
Passage Nineteen	28
Passage Twenty	29
Passage Twenty-one	31
Passage Twenty-two	32
Passage Twenty-three	34
Passage Twenty-four	35
Passage Twenty-five	37
Passage Twenty-six	38
Passage Twenty-seven	39



Passage Twenty-eight	41
Passage Twenty-nine	42
Passage Thirty	44
Passage Thirty-one	45
Passage Thirty-two	47
Passage Thirty-three	48
Passage Thirty-four	50
Passage Thirty-five	51
Passage Thirty-six	53
Passage Thirty-seven	54
Passage Thirty-eight	56
Passage Thirty-nine	58
Passage Forty	59
Passage Forty-one	61
Passage Forty-two	62
Passage Forty-three	64
Passage Forty-four	66
Passage Forty-five	68
Passage Forty-six	70
Passage Forty-seven	71
Passage Forty-eight	72
Passage Forty-nine	74
Passage Fifty	76
阅读答案	78

第二部分 快速阅读

Passage One	81
Passage Two	85
Passage Three	89



CONTENTS



Passage Four	93
Passage Five	97
Passage Six	101
Passage Seven	105
Passage Eight	108
Passage Nine	111
Passage Ten	114
Passage Eleven	118
Passage Twelve	122
Passage Thirteen	126
Passage Fourteen	130
Passage Fifteen	134
Passage Sixteen	137
Passage Seventeen	140
Passage Eighteen	143
Passage Nineteen	147
Passage Twenty	151
Passage Twenty-one	154
Passage Twenty-two	157
Passage Twenty-three	161
Passage Twenty-four	164
Passage Twenty-five	167
Passage Twenty-six	172
Passage Twenty-seven	176
Passage Twenty-eight	182
Passage Twenty-nine	185
Passage Thirty	189
快速阅读答案	193
参考文献	197



第一部分 阅 读

Passage One

Cancer is feared by everyone. And this fear is reaching epidemic proportions. Not the disease itself—there is no such thing as a cancer epidemic. Except for lung cancer, mostly caused by cigarette smoking, the incidence rates are leveling off, and in the case of some kinds of cancer are decreasing. But the fear of cancer is catching, and the country stands at risk of an anxiety. The earth itself is coming to seem like a huge carcinogen(致癌物). The ordinary, more or less scientific statement that something between 80 and 90 percent of all cancers are due to things in the environment is taken to mean that none of us will be safe until the whole environment is “cleaned up”. This is not at all the meaning.

The 80-percent calculation is based on the unthinkable differences in the incidence of cancer in various societies around the world—for example, the high proportion of liver cancer in Africa and the Far East, stomach cancer in Japan, breast cancer in Western Europe and North America, and the relatively low figures for breast cancer in Japan and parts of Africa and for liver cancer in America. These data indicate there may be special and specific environmental influences, largely based on personal life-style, that determine the incidence of various forms of cancer in different communities—but that is all the data suggest. The overall incidence of cancer, counting up all the cases, is probably roughly the same everywhere.

- () 1. Which of the following is closest to meaning to the phrase “leveling off” (Para. 1)?
- A. Became very popular.
 - B. Reached its lowest level in popularity.
 - C. Stopped being popular.
 - D. Stopped increasing its popularity.
- () 2. According to the passage, the incidence of cancer is generally believed _____.
- A. to be based on inactive life style
 - B. to be due to anxiety



- C. to result from environmental influences
D. to be caused by heavy smoking
- () 3. It can be inferred from the passage that the writer's opinion about the relationship between cancer and environment is _____.
A. positive B. negative C. neutral D. approving
- () 4. According to the passage, the writer seems to feel that _____.
A. cancer risk is on the rise
B. the whole earth resembles a huge carcinogen
C. the risk of catching cancer is not so great as most people conceive
D. cancer can be cured sooner or later
- () 5. Which of the following would be the best TITLE for the passage?
A. Cancer and Environment B. The Fear Caused by Cancers
C. Data on Cancer Incidence D. Cancer and Its Investigation

Passage Two

There has been a lot of unfair and biased criticism of families who welcome foreign students into their homes. I should like to tell you of my own personal experiences, which are not so different from my neighbors' experiences, I might add.

A host family is sent students by the school or college and their homes are regularly inspected by the accommodation staff. If a home is below the required standard, the family is removed from the school's accommodation list. Apart from this, the host family is obliged to follow certain rules, as laid down by the school.

The problem is that the host family cannot inspect students or refuse to accept the ones who look dirty, unreliable or noisy. And they don't seem to follow any rules at all in their behavior to the host family. We are often treated like servants or hotel staff, which are rude and bad manners.

The fee paid to a host family only just covers the actual cost of providing meals etc. A hostess is lucky to make more than a pound or two "profit" on each student. One has to remember that she has to wash their clothes, allow them to have hot baths, pay for their lighting and the heating in their bedrooms, and cope with damage to furniture, bedding and carpets.

Another thing is that most of them do not want to be part of the family. They prefer to be



out with other students causing annoyance to local residents in the town center. They remain in their bedrooms all morning and afternoon if they can, resting before the evening so that they can go out until the early hours of the morning.

Bedrooms are like pigsties. Food, empty bottles and waste paper all go under the bed. When taken to task the reply is invariably that they don't understand or that the school has told them they may do as they wish.

Not only that, but we have to put up with their complaints about the food, the weather and even our TV programs. It's time foreign students were taught to be polite and to behave properly, as well as how to speak English!

() 1. The author's attitude towards foreign students as mentioned in the passage is

- _____.
- A. critical B. questioning C. approving D. objective

() 2. By "biased" (Para. 1) the author means _____.

- A. supreme B. partial C. preferable D. prejudiced

() 3. Which of the following is mentioned in the second paragraph?

- A. The accommodation standard is set up by the staff of a hotel.
B. A host family usually has no alternative but to accept the student assigned.
C. A student is sometimes treated rudely, like a servant.
D. A host family may reject any student candidate who looks undesirable.

() 4. The passage tells us _____.

- A. foreign students keep good terms with their hostesses
B. foreign students come to stay with their host families to learn English
C. a hostess does not make much profit because she has to buy new furniture
D. the local TV programs are very popular among foreign students

() 5. The main purpose of the author in writing this passage is _____.

- A. to criticize foreign students for not sharing housework with their hostesses
B. to suggest that a new accommodation standard be laid down
C. to complain about the irresponsibility of foreign students
D. to give an account of his personal experiences with foreign students

Passage Three

The medical world is gradually realizing that the quality of the environment in hospitals



may play a significant role in the process of recovery from illness.

As part of a nationwide effort in Britain to bring art out of the galleries and into public places, some of the country's most talented artists have been called in to transform older hospitals and to soften the hard edges of modern buildings. Of the 2,500 National Health Service hospitals in Britain, almost 100 now have significant collections of contemporary art in corridors, waiting areas and treatment rooms.

These recent initiatives owe a great deal to one artist, Peter Senior, who set up his studio at a Manchester Hospital in northeastern England during the early 1970s. He felt the artist had lost his place in modern society, and that art should be enjoyed by a wider audience.

A typical hospital waiting room might have as many as 5,000 visitors each week. What a better place to hold regular exhibitions of art! Senior held the first exhibition of his own paintings in the outpatients waiting area of the Manchester Royal Hospital in 1975. Believed to be Britain's first hospital artist, Senior was so much in demand that he was soon joined by a team of six young art school graduates.

The effect is striking. Now in the corridors and waiting rooms the visitor experiences a full view of fresh colors, playful images and restful courtyards.

The quality of the environment may reduce the need for expensive drugs when a patient is recovering from an illness. A study has shown that patients who had a view onto a garden needed half the number of strong painkillers compared with patients who had no view at all or only a brick wall to look at.

- () 1. The phrase "these recent initiatives" (Para. 3) in this context refers to _____.
A. regular art exhibitions in hospitals
B. transformations of older hospitals
C. exhibitions of paintings in galleries
D. establishment of studios in northeast England
- () 2. The writer mentions the six young art school graduates in order to show _____.
A. visitors to hospitals are warmly received
B. the role of the hospital environment is being recognized
C. the contribution of Peter Senior is highly appreciated
D. the hard edges of hospitals are being restored
- () 3. The aim of art exhibition British hospitals encouraged was _____.
A. to alter the appearance of older buildings
B. to reduce the need for expensive drugs
C. to appeal to a larger audience



- D. to improve the quality of the hospital environment
- () 4. The improvement of the hospital environment seems to be effective in _____.
 A. making it unnecessary to give drugs to patients
 B. helping the modern artists regain their status in society
 C. helping patients recovering from illnesses
 D. calling in more talented artists to hospitals
- () 5. The writer's attitude towards the effect of art exhibitions in hospital is _____.
 A. suspicious B. positive C. neutral D. unfavorable

Passage Four

In Japan many workers for large corporations have a guarantee of lifetime employment. They will not be laid off during recession or when the tasks they perform are taken over by robots. To some observers, this is capitalism at its best, because workers are treated as people not things. Others see it as necessarily inefficient and believe it cannot continue if Japan is to remain competitive with foreign corporations more concerned about profits and less concerned about people.

Defenders of the system argue that those who call it inefficient do not understand how it really works. In the first place not every Japanese worker has the guarantee of a lifetime job. The lifetime employment system includes only "regular employees". Many employees do not fall into this category, including all women. All businesses have many part-time and temporary employees. These workers are hired and laid off during the course of the business cycle just as employees in the United States are. These "irregular workers" make up about 10 percent of the nonagricultural work force. Additionally, Japanese firms maintain some flexibility through the extensive use of subcontractors (分包单位). This practice is much more common in Japan than in the United States.

The use of both subcontractors and temporary workers has increased markedly in Japan since the 1974—1975 recessions. All this leads some to argue that the Japanese system is not all that different from the American system. During recessions Japanese corporations lay off temporary workers and give less business to subcontractors. In the United States, corporations lay off those workers with the least seniority. The difference then is probably less than the term "lifetime employment" suggests, but there still is a difference. And this difference cannot be understood without looking at the values of Japanese society. The relationship



between employer and employee cannot be explained in purely contractual terms. Firms hold on to the employees and employees stay with one firm. There are also practical reasons for not jumping from job to job. Most retirement benefits come from the employer. Changing jobs means losing these benefits. Also, teamwork is an essential part of Japanese production. Moving to a new firm means adapting to a different team and at least temporarily, lower productivity and lower pay.

- () 1. The observers are divided with regard to their attitudes towards _____.
A. the guarantee of lifetime employment
B. the consequence of recessions and automation
C. the effect of lifetime employment
D. the prospects of capitalism
- () 2. It is stated in the second paragraph that _____.
A. defenders themselves do not appreciate the system
B. about 90% of "irregular workers" are employed in agriculture
C. the business cycle occurs more often in Japan and in the U. S.
D. not all employees can benefit from the policy
- () 3. During recessions those who are to be fired first in the U. S. corporations are _____.
A. regular employees
B. part-time workers
C. junior employees
D. temporary workers
- () 4. According to the passage, Japanese firms differ strikingly from American firms in that the former _____.
A. use subcontractors more extensively
B. are less flexible in terms of lifetime employment
C. hold on to the values of society
D. are more efficient in competition than the latter
- () 5. Which of the following does NOT account for the fact that a Japanese worker is reluctant to change his job?
A. He will probably be underpaid.
B. He will not be entitled to some job benefits.
C. He has been accustomed to the teamwork.
D. He will be looked down upon by his prospective employer.



Passage Five

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects; they are reduced to training their students in exam techniques which they consider worthless. The most successful candidates are not always the best educated; they are the best trained in the technique of working under pressure.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiners. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. Is it impolite to suggest that examinations are merely a profitable business for the institutions that run them? This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: "I were a teenage drop-out and now I are a teenage millionaire."

- () 1. According to the passage, the disadvantages of the examination system involve the following EXCEPT _____.
- A. it restricts a student's reading
 - B. it enables you to think for yourself
 - C. it lowers the standard of teaching
 - D. its evaluation methods are by no means objective
- () 2. It can be inferred from the passage that _____.
- A. teachers and students alike think it necessary to have examinations
 - B. the examination system may not be effective, but it is the best we have
 - C. those who are in favor of examinations think examinations can reflect a student's true abilities



- D. those who have succeeded in final examinations are the best qualified
- () 3. The evaluation of examinees' work is subjective rather than objective because _____.
- A. examiners are human and they may make mistakes
- B. computers are widely used to devise tests
- C. institutions that manage examination aim at making money
- D. examinees are trained in the technique of working under pressure
- () 4. The last sentence of the passage reveals the tone of _____.
- A. disappointment at some anonymous examiners
- B. sincere approval for the examination system
- C. deep sympathy for the unsuccessful examinees
- D. mild sarcasm about the examination system
- () 5. It can be safely concluded that the writer's attitude towards examination is _____.
- A. praising B. positive C. concerned D. negative

Passage Six

The great advance in rocket theory 60 years ago showed that liquid-fuel rockets were far superior in every respect to the skyrocket with its weak solid fuel, the only kind of rocket then known. However, in the 1960s, large solid-fuel rockets with solid fuels about as powerful as liquid fuels have made their appearance, and it is a favorite layperson's (外行人的) question to inquire which one is better. The question is meaningless; one might as well ask whether a gasoline or a diesel (柴油) engine is better. It all depends on the purpose.

A liquid-fuel rocket is complicated, but has the advantage that it can be controlled beautifully. The burning of the rocket engine can be stopped completely; it can be reignited when desired. In addition, the thrust can be made to vary by adjusting the speed of the fuel pumps. A solid-fuel rocket, on the other hand, is rather simple in construction, though hard to build when a really large size is desired. But once you have a solid-fuel rocket, it is ready for action at very short notice. A liquid-fuel rocket has to be fueled first and cannot be held in readiness for very long after it has been fueled. However, once a solid-fuel rocket has been ignited, it will keep burning. It cannot be stopped and reignited whenever desired (it could conceivably be stopped and reignited after a precalculated time of burning has elapsed) and



its thrust cannot be varied.

Because a solid-fuel rocket can be kept ready for a long time, most military missiles employ solid fuels, but human-piloted spaceflight needs the fine adjustments that can only be provided by liquid fuels. It may be added that a liquid-fuel rocket is an expensive device; a large solid-fuel rockets, by comparison, cheap. But the solid fuel, pound per pound, costs about 10 times as much as the liquid fuel. So you have, on the one hand, an expensive rocket with a cheap fuel and on the other hand a comparatively cheap rocket with an expensive fuel.

- () 1. Which of the following statements best expresses the author's view?
- A. Solid-fuel rockets can be as powerful as liquid-fuel rockets now.
 - B. Solid-and liquid-fuel rockets have their own advantages and disadvantages.
 - C. Liquid-fuel rockets are better than solid-fuel rockets.
 - D. Neither type of the rockets is very economical.
- () 2. What does the author imply by saying it's a "layperson's question" to inquire whether a liquid-or solid-fuel rocket is "better" (Para. 1)?
- A. It's a question that confuses ordinary people.
 - B. It's a question that was answered 60 years ago.
 - C. It's a question that experts will never ask.
 - D. It's a simple question for experts to answer.
- () 3. What will happen once a liquid-fuel rocket is fueled?
- A. It must be used soon.
 - B. It can be kept ready for a long time.
 - C. It cannot be stopped or reignited.
 - D. It needs fine adjustments.
- () 4. The most important consideration for military missiles is that the rocket be _____.
- A. inexpensive to construct
 - B. easy to keep ready for a long time
 - C. easily controlled
 - D. easily constructed
- () 5. Which of the following statements is NOT characteristic of solid-fuel rockets?
- A. They are cheap to build.
 - B. Their fuel is very expensive.
 - C. They are simple in construction.
 - D. They can be stopped and reignited when desired.



Passage Seven

The intelligent person, young or old, meeting a new situation or problem, opens himself up to it. He tries to take in with mind and senses everything he can about it. He thinks about it, instead of about himself or what it might cause to happen to him. He grapples with (设法解决) it boldly, imaginatively, resourcefully, and if not confidently, at least hopefully; if he fails to master it, he looks without fear or shame at his mistakes and learns what he can from them. This is intelligence. Clearly its roots lie in a certain feeling about life, and one's self with respect to life. Just as clearly, unintelligence is not what most psychologists seem to suppose, the same thing as intelligence, only less of it. It is an entirely different style of behavior, arising out of entirely different set of attitudes.

Years of watching and comparing bright children with the not-bright, or less bright, have shown that they are very different kinds of people. The bright child is curious about life and reality, eager to get in touch with it, embrace it, unite himself with it. There is no wall, no barrier, between himself and life. On the other hand, the dull child is far less curious, far less interested in what goes on and what is real, more inclined to live in a world of fantasy. The bright child likes to experiment, to try things out. He lives by the maxim that there is more than one way to skin a cat. If he can't do something one day, he'll try another. The dull child is usually afraid of try at all. It takes a great deal of urging to get him to try even once; if that try fails, he is through.

Nobody starts off stupid. Hardly an adult in a thousand, or ten thousand could in any three years of his life learn as much, grow as much in his understanding of the world around him, as every infant learns and grows in his first three years. But what happens, as we grow older, to this extraordinary capacity for learning and intellectual growth? What happens is that it is destroyed, and more than by any other one thing, it is destroyed by the process that we misname education—a process that goes on in most homes and schools.

- () 1. When the intelligent person meets a new problem, he _____.
A. grasps it boldly, imaginatively and resourcefully
B. absorbs and feels everything related to it
C. may feel shame if he fails to master it
D. thinks about what might happen to him
- () 2. Unintelligence _____.
.....