



S 大学英语促学助考系列教材
Supplementary English Course Book Series For College Students

大学英语

阅读教程

(第一册)

主 编 张 杨
副主编 李冬青

College English:
A Reading Course Book (1)



电子科技大学出版社

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内 容 简 介

本书是电子科技大学精品教材建设项目之一, 全书共分十五个单元, 每个单元包括三篇围绕同一主题的课文。课文选材贴近大学生的日常生活和学习, 如尽快适应大学生活、与同学和老师交往、调整学习状态、注意饮食和穿着、正确对待友情和爱情、保持身心健康、勇于进取、不怕挫折、树立人生理想等。选文充分考虑了知识性与趣味性兼顾的原则。编者运用语料库方法对课文进行了定量分析, 编排顺序以主课文阅读难度而定, 对词汇量、词频、难易程度进行了控制。本书适合大学一年级学生或具有相当水平的自学者使用, 建议每周学习一个单元。可根据学生的实际情况, 部分课文在课堂讲授, 部分布置给学生自学。

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总 序

《大学英语促学助考系列教材》是电子科技大学精品教材建设项目之一，由电子科技大学外国语学院集体编写。本教材由《大学英语阅读教程》（分三册）、《大学英语四、六级主题式阅读》、《大学英语愉悦写作》、《大学英语语法要览》四种共六本教材组成。教材编写的原则和指导思想是教育部最新颁发的《大学英语新课程标准》，旨在帮助非英语专业本、专科学生丰富英语语言知识，提高语言应用技能，增强其自主学习能力，提高综合文化素养，并顺利通过国家 CET 四、六级考试。学生的听说和翻译能力培养则将通过应用教育部推荐的听说教学系统和我院正在开发的“在线听力”、“在线翻译”课程来实现，与本系列教材相互呼应，以形成全面合理的课程组合。

《大学英语阅读教程》是本系列教材的核心，每册 15 个单元，围绕反映当代大学和社会生活实际的重大主题展开，力求内容新颖，题材广泛，体裁多样，指导学生获取丰富的语料，掌握与各主题有关的语言文化知识，积累词汇量。各单元练习培养学生分析、归纳、推理、判断、领会作者观点和态度的阅读能力。《大学英语阅读教程》的课文是在运用语料库方法对文本进行定量分析的基础上精心筛选排序的，对词汇量、词频、难易程度进行了控制。

《大学英语四、六级主题式阅读》在统计分析历年四、六级阅读考题篇章题材和试题类型的基础上，将所选材料按篇章主题编排，使学生尽快熟悉相关词汇及表达方式；分类别设计阅读题并相对集中编排，以使训练更有效率；讲解并翻译每篇文章的疑难句，以便学生准确掌握文章内容，正确回答问题。

《大学英语愉悦写作》涵盖大学英语课程对学生写作能力要求的议论文、描述文、说明文、应用文和图表作文五种类型；循序渐进地向学生提供尽可能多的可理解输入；灵活多样的练习，使学生能够先仿写、后创作，体验写作的愉悦并迅速提高写作能力。

《大学英语语法要览》既有理论，又注重实践，突出英语基础语法中的重点和难点问题，以提纲挈领的范例讲解，精选的练习帮助学生巩固语言知识，提高组句、阅读、翻译的能力。

本系列教材立足于培养学生的自学能力，注重实实在在的语言运用实践，注重学习者的自觉参与，不仅适用于修读大学英语课程的在校本科学生使用，也适

合具有相当英语水平的自学者使用。

在教材编写过程中，张杨副教授在对《大学英语阅读教程》选材文本进行定量分析、排序、词表生成等方面做了大量的工作；除参编人员之外，学院其他教师和研究生曾协助收集素材；教材编者们自始至终得到电子科技大学出版社的领导、责任编辑的大力帮助，在此谨向他们表示衷心的感谢。

电子科技大学外国语学院

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前 言

《大学英语促学助考系列教材》由《大学英语阅读教程》(分三册)、《大学英语四、六级主题式阅读》、《大学英语愉悦写作》和《大学英语语法要览》等四种教材共六本书组成。本书为《大学英语阅读教程》第一册。

本书共十五个单元,每个单元由以下几个部分组成:

单元导读 (Preview)

简练的英文摘要概括单元内容,引导学生进入单元话题。

课文 A (Text A)

以几个课前提问 (Pre-reading Questions) 激发学生对课文主题的思考,然后进行课文阅读练习 (During-reading Activities)。课文后提供课文提纲 (Text Outline), 学生进行提纲填空练习, 以获得对课文的总体理解, 把握主要细节。课后练习 (Post-reading Activities) 包括多项选择题、简答题和短文写作。

课文 B (Text B)

除编排有课前提问、提纲填空和多项选择练习以外,还配备了课文选句翻译练习。

课文 A 和课文 B 适合精读学习,可以在课堂上进行,但也可以根据学生的适应能力安排课外自学。

课文 C (Text C)

以分栏方式排印,左栏为课文正文,右栏为读者指导 (Reader's Guide)。读者指导为学生提供精练易懂的英文提示或提问,帮助学生阅读理解。课文 C 适合学生课外自学。

编者通过设置大量的略读与细读、提纲与问答、注释与导读以及翻译与写作等不同的练习形式,力求使学生从阅读实践中获得真正的理解。

本册 45 篇课文平均每篇约 580 个单词,共 26 000 余词,收入生词表的单词 1 587 个,其中一般要求词汇 956 个,较高要求词汇 215 个,更高要求和少量超纲词汇 416 个。从词汇量的角度来讲,认真学完本册教材,将学到《大学英语课程教学要求 (试行)》词表中一般要求和较高要求词汇量的约 25%。

每个单元的三篇课文均为与学生学习与生活密切相关的话题,具有较强的趣味性和知识性。每篇课文的生词量一般控制在 6% 以下,个别课文生词量略高于

7%，比较适合学生的阅读水平，可读性较强。

本书编写人员分工如下：张杨主编，负责本册的总体设计，文本统计分析，词汇量、词频、难易度测评，第1单元、第2单元、第3单元、第4单元、第5单元课文的选文及练习编写。李冬青副主编，负责本册的编写组织工作，课文的选定，第10单元、第11单元、第12单元、第13单元课文的选文及练习编写。刘燕负责本册第6单元、第7单元、第8单元、第15单元课文的选文及练习编写。彭焱负责本册第9单元、第14单元课文的选文及练习编写。

《大学英语阅读教程》（第一册）编写小组

2006年6月

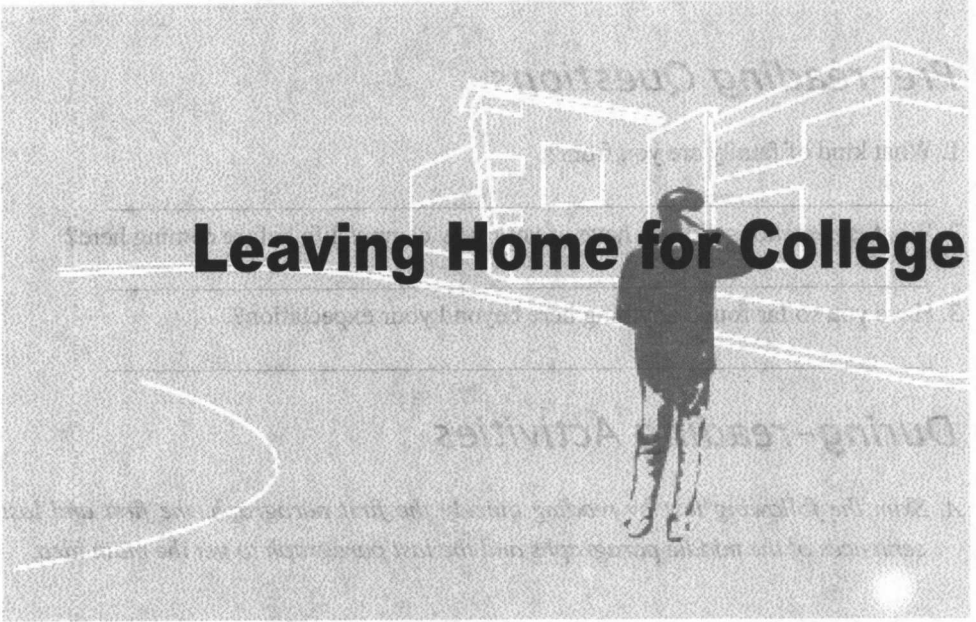
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UNIT 1



Leaving Home for College

Preview

How did you feel on receiving your college admission notification? Excited, perhaps? "Finally I've made it", you might have been saying to yourself. "I'll soon be free from all those pressures from parents, school teachers, classmates and myself!" Or, a little nervous and uncertain about college life? Text A of this unit will give you some ideas about what differences college may have from home. You should prepare yourself for a new start about which Text B offers some advice so that you can learn to make your own way in the world. But what emotional processes are your parents going through when you are away from them? Text C will tell you what.



Text A

Pre-reading Questions

1. What kind of family are you from?

2. What expectations did you have of your new campus life before coming here?

3. Have you so far found anything here beyond your expectation?

During-reading Activities

- A. Skim the following text by reading quickly the first paragraph, the first and last sentences of the middle paragraphs and the last paragraph to get the main idea.

Differences between Home and College

By Chris Dragg

1 Leaving from home and exploring one's own dreams are a very important part of maturing. Though, the physical separation from home is for some a difficult transition to college life. What changes does one face upon entering college?

2 Just think of all the times the alarm clock did not go off, and Mom was there to make sure school was still reached on time. When the alarm clock fails to go off at college, then the first class of the day is simply missed. At home breakfast is made to order: eggs, bacon, pancakes, or even French toast.



In college one finds a particular meal that is edible, and must stick with it. A cabinet



could be opened at home and a variety of tasty foods are readily available. In college a meal card is swiped through a machine upon entering the cafeteria, and the word “tasty” rarely enters the mind. Mom is at home to make sure the dishes are put away after the meal by everyone; dish duty is passed along each night. The tray is simply handed over to pairs of hands waiting to clean the dishes at college. Nutrition is a factor at home, and Mom creates meals with that in mind.

3 Privacy is always available at home; there is somewhere to read, write, listen to music, or to just rest. Dorm life is a harsh reality to college, and the only time the room is empty is during vacation. At home, there is a particular space in your bedroom for everything to fit. Space efficiency becomes a survival tactic in college. When at home there is no worry of someone coming into the bedroom unless permission is given to enter. In college a day without at least ten random visitors is considered boring.²

4 In high school going to bed at midnight is late; asleep by 2:30 a.m. is an early night in college. At home a bed is somewhere to sleep, where in college it turns into a desk, table, couch, and anything else one can imagine. A bed is a comfy, big, relaxing object at home. In college they said the beds were extra long, but they did not say they were extra narrow.³ The front door was rarely locked at home, and if it was there was always a hidden key.⁴ Keys have never been so important than at college, and they seem to be lost more than ever before.

5 The closet at home always seemed a little on the small side; in college the closets seem big until it is realized they are supposed to fit everything you own inside them. Jeans at home are washed after each use, whether they are dirty or not. Recycling becomes synonymous with laundry in college⁵; jeans can be worn as many times as days in the week.

6 Showers at home are a simple walk to the bathroom. However, it is a process at college to take a shower; it involves gathering up a shower basket, towel, and sandals. The bathroom at home has a towel to wipe hands on, and even some soap to wash them. At college there is no soap or paper towels; it is a matter of memory to bring the items from the dorm room to the bathroom. The main concern at home is the toilet seat being left up by the previous user. In the college forget hoping they put the toilet seat down; just pray they flush!

7 There are some similarities to home life and college life, but the differences seem infinite. Though, college life may seem adventurous; every college student knows



exactly how good it feels to go back home.

(612 words)

New Words

	alarm	/ə'la:m/	n.	警报, 惊慌, 警告器
	available	/ə'veiləbl/	a.	可用到的, 可利用的, 有空的
	bacon	/'beikən/	n.	咸肉, 熏肉
	cabinet	/'kæbinit/	n.	(有抽屉或格子的)橱柜
▲	cafeteria	/'kæfi'tiəriə/	n.	自助餐厅
▲	closet	/'klozɪt/	n.	壁橱, 储藏室; 厕所
	concern	/'kən'sə:n/	n.	(利害)关系, 关心, 关注, 所关心的事
			vt.	涉及, 关系到
▲	couch	/'kaʊtʃ/	n.	睡椅, 床
	create	/'kri'eɪt/	vt.	创造, 创作, 引起, 造成
	dorm	/'dɔ:m/	n.	[俗]宿舍(=dormitory)
▲	edible	/'edɪbl/	adj.	可食用的
	efficiency	/'i:fɪ'ensi/	n.	效率, 功效
	explore	/'ɪks'plɔ:/	v.	探险, 探测, 探究
	factor	/'fæktə/	n.	因素, 要素, 因数
▲	flush	/'flʌʃ/	v.	冲洗; 使脸红; (脸)发红; 奔涌
			n.	奔流; 脸红, 红晕
	harsh	/'hɑ:ʃ/	adj.	粗糙的, 荒芜的, 苛刻的
	infinite	/'ɪnɪnɪt/	adj.	无穷的, 无限的, 无数的, 极大的
			n.	无限的东西, 无穷大
	involve	/'ɪn'vɒlv/	vt.	包括, 笼罩, 潜心于, 使陷于
	item	/'aɪtəm; 'aɪtəm/	n.	(可分类的)项目, 条款, 一件, 一条
	jeans	/'dʒi:nz/	n.	牛仔褲
	laundry	/'ləʊndri/	n.	洗衣店, 要洗的衣服, 洗熨
	mature	/'meɪ'tjʊə/	v.	(使)成熟
▲	nutrition	/'nju:tri'ʃən/	n.	营养, 营养学
	permission	/'pɜ:(t)'mɪʃən/	n.	许可, 允许
	physical	/'fɪzɪkəl/	adj.	身体的, 物质的, 自然的, 物理的
	pray	/'preɪ/	v.	祈祷, 恳求, 请
	previous	/'pri:vjəs/	a.	在前的, 早先的



▲	privacy	/ˈpraɪvəsi/	n.	独处而不受干扰, 隐私
	process	/ˈprəʊses/ /preˈses/	n. vt.	过程, 作用, 方法, 程序, 步骤, 进行 加工, 处理
▲	random	/ˈrændəm/	a.	任意的, 随便的, 胡乱的
			n.	随意, 任意
▲	recycle	/riːˈsaɪkl/	v.	使再循环, 反复使用
			n.	再循环, 再生, 重复利用
	relax	/riˈlæks/	vt.	使松弛, 缓和, 使松懈, 使休息
			vi.	放松, 休息, 休养, 变从容
◆	sandal	/ˈsændl/	n.	凉鞋, 便鞋
	survival	/səˈvaɪvəl/	n.	生存, 幸存, 残存, 幸存者, 残存物
◆	swipe	/swaɪp/	vt.	刷(卡); 猛击, 重击
◆	synonymous	/sɪˈnɒnɪməs/	a.	同义的
◆	tactic	/ˈtæktɪk/	n.	策略, 战略
	toast	/təʊst/	n.	烤面包(片), 吐司面包, 干杯
	towel	/ˈtauəl; ˈtaʊl/	n.	手巾, 毛巾
▲	transition	/trænˈzɪʃən; -ˈsɪʃən/	n.	转变, 转换, 跃迁, 过渡, 变调
	tray	/treɪ/	n.	盘, 碟, 盘子

Phrases and Expressions

go off	(闹钟)响铃; 爆炸; 离开; 去世
(be) made to order	按需制作, 订做
stick with	坚持做(某事)
put away	放好; 放弃
pass along	轮流; 沿...走
hand over (to)	把...递给(某人), 递交
turn into	(使)变成

B. Read the text again carefully and complete the text outline below.



Text Outline

Part I The main topic of this text is presented here

Para. 1 What changes does one face upon entering college?

Part II A detailed comparison between college and home is made in Paragraphs 2 through 6

Para. 2 When the alarm clock did not go off at home, Mom was there to make sure school was still _____. But when the alarm clock fails to go off at college, then the first class of the day is _____. Meals at home are more _____ and _____ than meals at college, but there is no dish duty at college as there is sometimes at home.

Para. 3 At college, one doesn't have the kind of _____ he may once have enjoyed at home.

Para. 4 One often goes to bed _____ than he does when going to high school.
A bed is not just _____ at college.
Taking care of one's _____ becomes a problem which one never worries about at home.

Para. 5 Closets were small both at home and in college. But in college that's the only place you have to _____.
Laundry is done by Mom at home, but at college it becomes a problem.

Para. 6 The bathroom at home is better equipped and kept cleaner than at college.

Part III A conclusion is drawn in the last paragraph

Para. 7 The differences seem _____ between college and home.

C. Read the text again and consult the following notes about the difficult language points in it.



Notes:

1. **What changes does one face upon entering college?**
upon doing something = as soon as one does something
2. **In college a day without at least ten random visitors is considered boring:**
 The author really means that a college dorm does not have any peace and quiet.
3. **In college they said the beds were extra long, but they did not say they were extra narrow:**
 In college students might find beds too short but never too wide.
4. **... and if it was there was always a hidden key:**
 ...and if the door was locked, you could always find an extra key hidden somewhere.
5. **Recycling becomes synonymous with laundry in college:**
 Students often put back on their dirty clothes unwashed.

Post-reading Activities

A. Choose the best answer to each of the following questions.

1. From the text, we can infer that dish duty is done at college by _____.
 A) students B) moms C) nobody D) workers
2. ... and Mom creates meals with *that* in mind. (last sentence in Para. 2) What does *that* refer to?
 A) Home. B) Taste. C) Nutrition. D) Dish duty.
3. Privacy is not so available at college because the bedroom _____.
 A) is usually too small
 B) is often empty at night
 C) cannot be entered without permission
 D) is often visited by many people
4. What does the author mean by "Recycling becomes synonymous with laundry in college" (end of Para. 5)?
 A) That students often send their clothes to be recycled.
 B) That students have their clothes washed again and again.
 C) That students often put their dirty clothes back on.



- D) That students sometimes just throw away their dirty clothes.
5. What do you learn from the text about the toilet in college?
- A) One often has to wait in a line to get in.
B) One can only expect to see a very dirty toilet.
C) The toilet seat is often put down.
D) The toilet is usually flushed after using.

B. Write down your answers to the following questions.

1. According to the author, how does a mother usually arrange the dishes to be washed after meal each night?

2. How do you explain the fact that keys seem to be lost at college more than ever before?

3. In college, the closets seem big but in fact they are not because _____

4. What does the author say about the way college students dress themselves?

5. What conclusion does the author make about home life and college life?

C. Write a short essay to compare your own home life and college life. Please try to use as many words, expressions and sentence patterns you've learned from Text A as possible.