

强化英语阅读系列

赵秀菊

主编

精选

校园英语阅读

ENGLISH 60 篇

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世界图书出版公司

ENGLISH

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[精选]

校园英语阅读

60篇



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前言

对于将英语作为外语的中国人来说,英语阅读不仅是英语学习的目的之一,而且是英语学习的主要手段和途径。英语阅读技能不仅是最重要的语言技能之一,也是学生必须掌握的学习技能之一。

阅读是一种言语活动。在这过程中所表现出来的能力,被称为“阅读能力”或“阅读理解能力”。一个人在具备了基本的文化素质后,主要是通过阅读来汲取信息和陶冶文化情操的。大量的阅读训练能促进其他语言技能的发展,譬如说,你要提高口语水平,就不能仅仅会几句日常用语。你的谈吐要有深度、有角度,对问题有自己的见解。那么这种技能从何处获得呢?这就离不开我们平时的大量的阅读。

通过大量阅读,我们可接触英语的各种语言现象,有效扩大词汇量,掌握更多表达方式,增强对英语的语感。

通过大量阅读,我们可从中了解英语国家的生活、思想和感情,以及他们的社会、历史和传统习惯,熟悉他们的道德标准、价值观念等等。既有利于提高英语水平,也能增长有关西方的文化知识。

通过大量阅读,我们可以领略英语名篇佳作的独特魅力,怡情悦性;不仅增加我们的知识,而且还能扩大我们的词汇量,提高欣赏和审美水平,进一步陶冶个人情操。

《强化英语阅读系列》正是为满足读者的阅读需要而编写的,同时我们从原创性、趣味性和针对性等几个方面进行了创新,使得此套书具有以下特色:

一、原创性:文章从国外图书、期刊、报纸或国外网站等处选择转载,保证所选阅读材料的“原汁原味”。

二、趣味性:本丛书涉及文学、商务及校园等各方面的内容,所选的都是广大读者普遍感兴趣的内容。

三、针对性:本丛书适合英语学习者提高阅读水平和具有一定英语水平的爱好者欣赏之用。

此外,文章后面的阅读理解题利于读者检查自己的阅读效果。为了方便阅读,每篇文章后面都列出了本篇的生词、难词,以及短文的翻译,对扩大读者的知识面,提高文化素质,培养语言运用能力将起到积极的促进作

用。《强化英语阅读系列》既有实用性,又具欣赏性,每日仅用 30 分钟的时间,既能提高英语阅读能力,又能从中了解西方文化,还能提高欣赏水平,陶冶个人情操。

全套书分为名著、散文、商务、校园等四本分册,可以满足不同专业和不同层次读者的需要。

《精选名著阅读 60 篇》给年青读者介绍一些英语名著精选,让他们在轻松有趣的阅读中,接触世界名著,欣赏英语经典作品。每篇文内均配备中文翻译、词语注释项,务使读者在欣赏名著之余,也可从中学习实用的英语,增强对英语的鉴赏与运用能力。

《精选散文阅读 60 篇》选编了一些英美作家创作的精致优美、易于诵读、又充满浪漫情调的短小散文,其中不乏名篇和传世之作。

如果把人生比作一幅画,学校生活就是画中的一道彩虹;如果把人生比作一次旅行,学生时代就是最激动人心的一站。学校是知识的象征,是人才的摇篮。在那里,有被称作辛勤园丁的可敬的老师们的默默耕耘和无私奉献,也有寻求知识、追求真理的莘莘学子们的勤奋学习;有攻克一道道难关后,获得优异成绩时成功的喜悦,也有暂受挫折时的深刻反思。在那百花盛开的校园里处处回荡着青春的脚步声,珍藏着真挚纯洁的友情。丰富多彩的校园生活是多么令人向往、令人珍视,又是多么令人感慨、令人追忆。在回顾自己人生旅程的时候,相信是忘不了这段令人激动而难忘的人生经历的。《精选校园阅读 60 篇》一书力求做到融知识性和趣味性为一体,旨在较为完整、全面地反映当代校园生活。

经济活动是维系现代社会最根本的基础。商品经济渗透到了我们生活中的每一层面,所以,了解一些商贸知识,对自己的生活和人生无疑具有重要的指导意义。《精选商务阅读 60 篇》一书力求展现现代经济生活的风貌,注重趣味性,以商贸领域为主轴,不拘一格,广泛取材,把读者带进了一个广阔的商贸园地。既有市场营销的运作,也有广告策划的基本原理;既有求职面试的技巧,也有办公室里的衣着打扮等,不一而足。即使读者提高了语言水平,又注入了商务理念。

由于编者水平和经验所限,书中存在的不足和疏漏之处,恳请广大读者批评指正。

编 者

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1. University Days

大学生活回忆



阅读全文

I passed all the other courses that I took at my University, but I could never pass botany. This was because all botany students had to spend several hours a week in a laboratory looking through a microscope at plant cells, and I could never see through a microscope. I never once saw a cell through a microscope. This used to enrage my instructor. He would wander around the laboratory pleased with the progress all the students were making in drawing the involved and, so I am told, interesting structure of flower cells, until he came to me. I would just be standing there. "I can't see anything," I would say. He would begin patiently enough, explaining how anybody can see through a microscope, but he would always end up in a fury, claiming that I could too see through a microscope but just pretend that I couldn't. "It takes away from the beauty of flowers anyway," I used to tell him. "We are not concerned with beauty in this course," he would say. "We are concerned solely with what I may call the mechanics of flowers." "Well," I'd say, "I can't see anything." "Try it just once again," he'd say, and I would put my eye to the microscope and see nothing at all, except now and again a nebulous milky substance—a phenomenon of maladjustment. You were supposed to see a vivid, restless clockwork of sharply defined plant cells, "I see what looks like a lot of milk," I would tell him. This, he claimed, was the result of my not having adjusted the microscope properly, so he would readjust it for me, or rather, for himself. And I would look again and see milk.

I finally took a deferred pass, as they called it, and waited a year and tried again. (You had to pass one of the biological sciences or you couldn't graduate.) The professor had come back from vacation brown

as a berry, brightened, and eager to explain cell structure again to his classes. "Well," he said to me, cheerily when we met in the first laboratory hour of the semester, "we're going to see cells this time, aren't we?" "Yes, sir," I said. Students to right of me and to left of me and in front of me were seeing cells', and what's more, they were quietly drawing pictures of them on their notebooks. Of course, I didn't see anything.

"We'll try it," the professor said to me grimly, "with every adjustment the microscope known to man. As God is my witness, I'll arrange this glass so that you see cells through it or I'll give up teaching. In twenty-two years of botany, I—" he cut off abruptly for he was beginning to quiver all over, like Lionel Barrymore.

So we tried it with every adjustment of the microscope known to man. With only one of them did I see anything but blackness or the familiar lacteal opacity, and that time I saw, to my pleasure and amazement, a variegated constellation of flecks, specks and dots. These I hastily drew. The instructor, noting my activity, came back from an adjoining desk, a smile on his lips and his eyebrows high in hope. He looked at my cell drawing. "What's that?" he demanded, with a hint of squeal in his voice. "That's what I saw," I said. "You didn't, you didn't, you didn't!" he screamed, losing control of his temper instantly, and he bent over and squinted into the microscope. His head snapped up. "That's your eye!" he shouted. "You've fixed the lens so that it reflects! You've drawn your eye!"



练习

1. Why did the author see milky substance instead of plant cells?
 - A. He saw the plant cells but he pretended that he couldn't.
 - B. Because he put some milk under the microscope.
 - C. Because he wanted to be different from others.
 - D. Because he did not adjust the microscope properly.
2. How did the professor feel toward his students?
 - A. He was satisfied with everyone except the author.

- B. He was pleased with the progress of all the students.
 C. He did not pay any attention to the author.
 D. He did not care much about his students.
3. Which of the following is true according to the passage?
 A. The professor came back from his vacation reluctantly.
 B. All botany students had to spend some time in a laboratory.
 C. The professor was always patient with the author.
 D. The students were supposed to see animal cells.
4. When he saw the author's activity, the professor _____.
 A. was very happy that he saw the cells at last.
 B. continued his wandering as if he did not notice.
 C. shouted out because he did not believe him.
 D. asked all the students to come to his desk.



词语注释

- ① **nebulous** /'nebju:ləs/ *adj.*
 云雾状的, 模糊的 *vague*; *indistinct*
- ② **defer** /di'feɪ/ *v.*
 推迟 *delay*
- ③ **lacteal** /'læktɪəl/ *adj.*
 牛奶状的 *of milk*
- ④ **opacity** /ou'pæsɪti/ *n.*
 不透明性 *the state which cannot be seen through*
- ⑤ **variegated** /'veəri'eɪtɪd/ *adj.*
 杂色的, 斑驳的 *full of different colors*
- ⑥ **constellation** /'kɒnstə'leɪʃən/ *n.*
 星座 *a group of stars*
- ⑦ **fleck** /flek/ *n.*
 斑点, 微粒 *spots; specks*
- ⑧ **squeal** /skwi:l/ *v.*
 长声尖叫 *shrill*; *cry or sound*



参考译文

在大学里除了植物学以外,我通过了所有要修的课程,这是因为所有选植物学的学生每周都必须有几个小时在实验室里通过显微镜仔细观察植物细胞,但我通过显微镜却什么都看不见。我在显微镜下从来没见过一个细胞,这曾让我的老师很生气。他在实验室里走来走去,很高兴地看到所有学生取得的进展,他们都在画有趣的植物细胞的结构(他是这么告诉我的),可是到我这儿,他就高兴不起来了。我老是站在那儿,说:“我什么都看不到。”他开始总是非常耐心地向我解释每个人都能看见细胞的,最后他总是大发雷霆说我也能看到细胞只是假装看不见而已。“不管怎么样,这样看花就失去了它的美。”我总是这样说。“我们这门课跟美无关,”他说,“我们关心的只是我可以称作为花的机械结构。”“可我还是什么也看不到。”我说。“再试一次。”他说。我就把眼睛又放到显微镜上,可还是没看到什么,偶尔有几次我看到了云雾状似牛奶的物质——是由于没调整好显微镜而出现的现象。我应该看到的是一个逼真而活动不息的机械,这个机械是由轮廓明显的植物细胞组成的。“我看到了一些像牛奶的东西。”我说。他告诉我这是由于没调整好显微镜造成的,于是他就又重新调整,与其说为我倒不如说是为自己调整的。我就继续看,又看到了牛奶状的东西。

这门课的结局是我得像别人说的那样延迟过关,也就是说必须等一年重修后再给学分。(我们必须通过一门生物课,否则不能毕业。)教授刚度假回来,晒得红红的像一只莓,他非常欢快,急于再向学生讲解细胞结构。“那么我们现在要看细胞了,对吗?”“是的,先生。”我说。我前后左右的学生都在看细胞,而且他们都安静地在笔记本上画细胞。当然我什么都看不到。

“我们再试一次,”教授严厉地对我说,“把人类所知道的每一种调整方法都用上,上帝为我作证,我再调整显微镜,如果你还看不到我就再也不吃教书这碗饭了。在我二十二年的植物教学中,我——”他突然停了下来,全身发抖就像 Lionel Barrymore(当年有名的性格演员,擅长演暴躁易怒的老人)一样。

于是我们就把人类知道的每一种调整方式都用上了。我除了看

到黑暗以外就是那种熟悉的牛奶状的昏暗一圈，而有一次我看到了许多斑斑点点叠成一堆，形状斑驳复杂，我大为惊喜赶紧画了下来。教授看见了就从邻桌转了回来，他微笑着，满怀希望，眉毛高扬着。他看了一下我画的，“这是什么？”他的声音里有种惨叫的味道。“这是我看到的。”我说。“你没有，你没有，你没有！”他尖叫着，马上失去了控制。他弯下身来眯着眼向显微镜里看，他的头猛地抬起来，“那是你的眼睛！”他大叫着，“你调了透镜，所以它反射了你的眼睛！你画的是你的眼睛！”



参考答案

1. D 2. A 3. B 4. A

2. School and Life

学校和生活



阅读全文

校
园
篇

In my experience the problem of what to do in life was not made any easier by those who were entrusted with my education. Looking back, it seems most odd that never once in all the years that I was at school was there any general discussion about careers. As presumably the main object of going to school is to prepare for after life, it surely would have been very easy and relevant to organize lectures or discussions designed to give boys a broad view of the enormous variety of occupations open to men of average intelligence. Of course many boys were destined from birth to follow their fathers' careers, but even these would have benefited by glimpse of a wider horizon. Often and often in after life I have come across people doing jobs that I had never dreamed of before, and which would have thrilled me had I been told about them at school. I suppose the reason for this extraordinary omission is that so many schoolmasters had themselves such a restricted view. Spending all their time working to a rigid curriculum, the passing of examinations by their pupils gradually became the whole object of their working life. I recognize the importance of being made to learn things that one does not like, but surely it was not good to give the young mind the impression that all education was a form of mental gymnastics. For example, I used to find geometry rather fun, and, when I still had the naive idea that what I was being taught might have some practical value, I asked what geometry was for. The only answer I ever got was that it taught one how to solve problems. If, instead, I had been told the simple fact that the word was derived from the Greek *ge*, the earth, and *metron*, a

measure, and that the meaningless triangles that I was asked to juggle with formed the basis of geographical exploration, astronomy and navigation, the subject would immediately have assumed a thrilling romance, and, what is more, it would have been directly connected in my mind with the things that most appealed to me.

My experience in this connection may have been unfortunate, but it was by no means unique, many of my friends who went to different schools confess to a similar experience, and complain that when they had completed their school education they had not the remotest idea of what they wanted to do. Moreover I do not think that this curiously detached attitude towards education was confined to schools. It has been intended that I should go to one of the great universities. I was tepid about the idea myself, for I had developed a dislike for the very thought of educational establishments. However, the prospect of three extra seasons in the Alps was a considerable incentive, and by dint of an enormous mental effort, I succeeded in cramming sufficient Latin into my head to pass (at my second attempt) the necessary entrance examination. In due course I went to be interviewed by the master of my prospective college. When I was asked what subject I proposed to take when I came up to the university, I replied, somewhat diffidently, that I wanted to take Geology—diffidently, because I still regarded such things as having no reality in the hard world of word. The answer to my suggestion confirmed my fears. What on earth do you want to do with Geology? There is no opening there unless you eventually get a first and become a lecturer in the subject. A first, a lecturer—I, who could not even learn a couple of books of Horace by heart! I felt that I was being laughed at. In fact I am sure I was not, and that my adviser was quite sincere and only trying to be helpful, but I certainly did not feel like arguing the matter. I listened meekly to suggestions that I should take Classics or Law, and left the room in a state of profound depression. “Oh Lord,” I thought, “even here I won’t be able to escape from Kennedy’s Latin Primer, with which I had been struggling for ten years.”



练习

1. According to the author, _____ would benefit from lectures and discussions about careers.
- A. all of the students
- B. only those who would follow their fathers' careers
- C. students who were going to find jobs themselves
- D. only those who were ambitious
2. The author wanted to study Geology in university _____.
▲
▲
▲
▲
- A. because he liked it very much
- B. as the adviser suggested
- C. though he did not know much about it
- D. because it is his parents' will
3. What caused the great omission according to the author?
- A. The students did not like any discussions about careers.
- B. It was illegal to do so.
- C. Schoolteachers did not want to discuss it.
- D. Many schoolmasters had a restricted view.
4. The author _____ his prospective university.
- A. was very enthusiastic about
- B. was disappointed at
- C. was quite satisfied with
- D. was looking forward to
5. Why was the author not very enthusiastic about going to a great university?
- A. Because he did not like to study.
- B. Because he wanted to have a job to earn money.
- C. Because his parents wanted him to quit school.
- D. Because he was disappointed with the educational system.