大学英语阅读教材

（第四册）

College English Reading Materials

Book 4

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前　言

这套教材是依据高等学校文理工科《大学英语教学大纲》对阅读理解的要求精神编写而成的，旨在使学生通过大学两年英语基础阶段的学习，培养他们具有较强的阅读能力，迅速达到大纲的要求，顺利通过全国大学英语四级考试。

本教材共分四册，一级一册，配合大学英语一、二、三、四级的精读课教学，使学生循序渐进地进行大量的快速阅读和泛读，以扩大他们的词汇量，提高阅读水平。

本教材一、二册各二十个单元，每单元三篇短文，每篇短文后十个阅读理解题；三册二十个单元，每单元四篇短文，每篇短文后五个阅读理解题；四册二十五个单元，每单元四篇短文，每篇短文后五个阅读理解题，完全模仿全国大学英语四级考试阅读理解试题的形式和内容编排。全套教材共 300 篇短文，生词不超过 3%，并加注了超纲词的汉语释义。

本教材最大的特点是，紧扣大纲、选材广泛、体裁多样、内容丰富、题材新颖、针对性强，并具有较强的知识性和趣味性。同时侧重于训练读者领会文章的主旨大意的能力，从正反两方面提出问题，以加深理解的深度，练习比较深入、隐晦，有利于加强阅读中的引申、推断、联想和概括的能力。

本教材适用于大学生阅读自测，也是社会上中、高级英

语自学者提高阅读理解能力的有益参考书，同时可作为教师指导学生进行阅读理解强化训练的理想教材。

本教材在编写过程中，得到陕西人民出版社、西北纺织学院、陕西师范大学、西安工业学院、陕西机械学院和西北农业大学的有关同志的大力支持和帮助。西安外国语学院英语系周龙如教授在百忙中审阅了此教材。在此一并致谢。

由于我们水平有限，加之时间仓促，书中谬误之处在所难免，尚望广大读者及同行批评指正。

编者

1990 年 2 月

CONTENTS

UNIT ONE

Passage A

The sea–world is divided into three main oceans – the Pacific, the Atlantic and the Indian – and two smaller oceans – the Arctic or Northern Ocean and the Antarctic or Southern Ocean. The Pacific is by far the largest of these, for it covers half the sea–area of the world. In addition to the oceans there are other areas of sea, such as the Red Sea, the Mediterranean, the North Sea, the Caribbean Sea and the Black Sea.

The continents are entirely surrounded by what is called the 'continental shelf' which slopes very gradually to a depth of about 500 feet. This shelf is built up of sediment which has been brought down to the sea by the continental rivers. Where the land near the coast is low and flat, the continental shelf may extend thirty, forty or even more miles from the coast, where mountain ranges run parallel to the sea and near to it (as on the east coast of Africa) the shelf is narrowed to only a mile or two.

From the edge of the shelf the sea–bed slopes sharply downwards so that the depth of water from the surface rapidly becomes greater, down to perhaps 12,000 feet, to the floor of the ocean, the 'abyss'. No less than three–quarters of the waters of the sea lie above the abyss and only

one-quarter covers all the continental shelves and slopes in the world. To an observer walking (if he were able) on the shelf, the floor would appear to be flat and level, for the decline from the coast to the edge of the slope is very gentle. The slope, however, would appear to be much more steep, in most places like a fairly steep hill up which it would be possible, but difficult, to ride a bicycle.

The abyss, the great ocean floor under two miles or more of water, is not flat like a plain. On the contrary, it is more mountainous than the land. Its ranges are higher and its valleys deeper than those on the continents. There are, as yet, no maps of the ocean bed, although the existence of some of the chief mountain chains has been known (but not in any detail) for many years. But now hundreds of ships of all nations are fitted with an electrical device which makes it possible to record continuously the depth of water over which the ship is moving. The apparatus① sends a sound through the water to the bottom of the sea and registers② the time it takes for the echo③ to return. In shallow water the echo is heard after a very short interval; the deeper the water, the longer the time. From all these ships, crossing all the seas of the world, information is accumulating faster than maps can be drawn; but day by day the details are being filled in.

Notes: ① apparatus *n.* 仪器 ② register *v.* (仪表等)自动记下 ③ echo *n.* 回声; 反射波

1. Which of these is the biggest?

a. The Atlantic Ocean.

b. The Arctic Ocean.

c. The Southern Ocean.

d. The Mediterranean.

2. The continental shelf is found ____.

a. at a depth of 500 feet only

b. near the mouths of rivers

c. around islands

d. around the continents

3. The depth of the continental shelf varies from _____.

a. 0 to 500 feet b. 0 to 30 miles

c. 0 to over 40 miles d. 30 to 40 miles

4. The greatest area of the continental shelf is to be found _____.

a. near the mouths of rivers

b. near low, flat coastline

c. near mountain ranges parallel to the sea

d. off the east coast of Africa

5. A detailed knowledge of the shape of the sea–bed all over the world _____.

a. has been in existence for many years

b. has been obtained by the use of electrical devices

c. is being gathered and recorded

d. has been known for many years

Passage B

I was advised to go and see Professor Barrow, who knew the locality better than anyone. The village grocer told

me where he lived.

The professor's house, big and untidy, stood alone at one end of a huge garden. The place was totally uncared for, quite wild and overgrown with all sorts of useless things. I fought my way through bushes and tall weeds to the front door and rang the bell.

I was glad that I had found him. In twenty minutes he put me right on all the points that had puzzled me. As I got ready to leave, I looked out of his study window and said, 'You're not very fond of gardening, I see.'

'No, I'm not,' he said. 'But even so, I love this garden. It's as I always wanted it to be. I never touch it at all.'

'It could be made lovely. It seems a pity to let all this ground go to waste. But perhaps you don't see it that way?'

'I don't. I lived here when I was a child; and I had more than enough of gardening then. It was my father's hobby, you see. Unfortunately he wasn't fit[①] enough to do it himself. My brother and I did all of it between us —with a spade and a fork – year after year. There was one right way and many, many wrong ways. Each blade of grass was an enemy to be rooted out by hand, not just cut off. I've spent a good part of life at work here.'

'I see. You took a dislike to it, and now you're getting even[②]!'

'I disliked it. That's putting it mildly. Then, of course, I didn't understand the effect it had. It used to worry me. It appeared in my dreams— a mistake here, something not

quite straight there, the enemy showing its head in a place I was supposed to have cleaned. The work was too much. It seemed endless. The size of the place was itself a fright to a boy.'

'And now it's yours, you're just letting it go to...'

'Ruin?' he said. 'No, I don't agree with that. This garden and I are now the best of friends. I like watching it grow in its own way. I make no demands on it. I never interfere with it, and it never interferes with me. It has freedom at last, and so have I.'

'But the path is overgrown. It's inconvenient for you, isn't it?'

'That's part of my pleasure.' He laughed. 'You can go out the back way. The weeds are shorter there because they don't get the sun.'

Notes: ① fit 健康的 ② even 公平的; 平衡的

6. What were the puzzling things that made me go and see Barrow?
   a. I'm a gardening man and was interested in his garden.
   b. I wanted to know why he let his garden go to ruin.
   c. The passage doesn't tell us what they were.
   d. They were connected with children's worries, caused by parents.
7. The professor was able to put me right because
   a. he knew the locality better than anyone else in the village.
   b. he had himself suffered from the demands of a

parent.

c. he was a specialist in the wild plants of the region.

d. his natural garden was a great tourist attraction.

8. How did Barrow feel about gardening when he was a child?

a. He was glad to be able to help his sick father.

b. He took a mild dislike to it.

c. It was a wild, overgrown garden, and he loved it like that.

d. He hated it.

9. At night young Barrow used to dream that

a. thieves or other enemies came and stole the crops.

b. he had done some work in one of the many wrong ways.

c. the garden was much bigger than it really was.

d. something would happen to his father.

10. In what way did the garden have 'freedom at last'?

a. Barrow was free to do what he liked with the garden.

b. There was no gardener to control how it grew.

c. Only the front garden—where the sun shone—was free.

d. The chief way was through friendship with Barrow.

Passage C

In Switzerland, six miles west of Geneva, lies a collection of laboratories and buildings, and, most curious of all, a circular mound of earth more than 650 feet in diameter. This

cluster has unique importance. It is Europe's one and only atomic city dedicated to investigating the atom for peaceful purposes.

The strange buildings belong to the European Council for Nuclear Research, more popularly known, from its French initials, as CERN. The council was born when a handful of statesmen and scientific experts met in Paris in 1950. Their aim was to "establish an organization providing for collaboration① among European states in nuclear research of a pure scientific and fundamental character."

The CERN agreement was signed in 1953, and work on the atomic city began in 1954. Today CERN's facilities are among the most modern and the most diversified② in the world. Impressive as the scientific aspect may be, the real significance of CERN may lie with the thousand people—the scientists, lab workers, and administrative crew drawn from the fourteen member nations—who populate it. British engineers work side by side with Swiss electricians, Yugoslav nuclear physicists, and Dutch mathematicians. The official languages are French and English, with German an unofficial third. But CERN is no tower of Babel—the language of science is universal and all-embracing.

Notes: ① collaboration *n.* 合作 ② diversified *a.* 多样化的

11. The laboratories and buildings discussed in the selection belong to

a. a private research organization.

b. Switzerland.

c. the European Council for Nuclear Research.

d. the United Nations.

12. The cluster has unique significance because it is

a. Europe's only atomic city.

b. a city devoted to nuclear research.

c. a city dedicated to investigating the atom for peaceful purposes.

d. a clearing house for the world's nuclear research.

13. CERN's facilities for research are

a. limited but effective.

b. among the best in the world.

c. rapidly expanding.

d. both A and C.

14. The real significance of CERN may lie in its staff because they

a. work in international harmony.

b. come from all over the world.

c. are investigating all phases of human conduct.

d. are eliminating the problems of individual nationalism.

15. Implied but not stated:

a. The aims of CERN have been extended since its inception.

b. Yugoslavia is included in CERN.

c. CERN's contributions to the field of nuclear research have been impressive.

d. All the countries of Europe belong to CERN.

Passage D

A warm, dusty wind was blowing over Marseilles from the south. Where it paused, it left a thin layer of fine Sahara sand: a bit of unwanted Africa, equally unwanted by France.

Clive stood with the racing driver at the ship's rail, watching the cars being loaded. One of his machines was already on board.

'I hope this wind will have changed by the time we get there,' the driver said, staring up at the cream-coloured sky. 'These conditions wouldn't be any good for racing.'

There was keen concern in his look. Clive smiled, though he was a bit puzzled. 'It'll hardly trouble us,' he said. 'Buenos Aires is about 7,000 miles away.'

Surprise came over the driver's face. 'Is that so? We should leave it behind, then, shouldn't we?'

They talked for a time about Argentina. Clive was going on business, the driver to take part in a motor-race. It was his first major event outside Europe. It was when he mentioned the date of the race—December 30—and added as an afterthought, 'I've never raced in winter before' that Clive switched the conversation to the young man.

He was a mechanical engineer by profession, fully trained, twenty-six years old. Motor-racing was his great love, and he was currently driving for a French manufacturer. He spoke well enough, so Clive guessed that

he had had a normal education. But something seemed to have gone wrong—or was different these days. Here he was, going to Argentina, but without much idea where it was. When he spoke of a cousin of his, who worked in South Africa—'Is there any chance of this ship calling there?'—Clive realised that the man had no map of the world in his mind.

He had plans to race in South Africa and in Japan. To him, they were places on the planet, and probably that was all. Clive was interested because the man seemed cheerfully unconscious of any disadvantage. Worse—he might have thought everyone was in the same boat.

Dust blew into their faces. Clive said, 'This wind from the Sahara ...' but he didn't go on. Was there any point? So far as this young man was concerned, it might have been a wind from China. Were there many people,he wondered, who didn't know where they were going, or even where they were?

16. Why were they both at Marseilles that day?
    a. Their ship for Buenos Aires left from Marseilles.
    b. They were there to see a French motor-race.
    c. Their ship had put in to shelter from a dust storm.
    d. They had gone there to fetch the racing-cars.
17. Why was Clive puzzled when the driver spoke about the weather conditions?
    a. Because the weather conditions didn't look like changing.