

# 大学英语分级泛读

*College English Graded Extensive Reading*

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3

陕西人民教育出版社

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(第三册)

College English Graded Extensive reading

—Book 3—

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## 前 言

本书系根据《大学英语教学大纲》及与之对应的《大学英语四级考试大纲》中有关阅读的要求编写而成。目的在于通过选材广泛，难易适度的四百篇阅读材料，使学生巩固所学词汇并丰富其词汇量；提高学生的阅读能力及其阅读应试能力；使学生达到大纲要求，顺利通过大学英语四六级考试。

本书共分四册，每册由二十五个单元组成。每单元含四篇阅读材料，各附有五个自测练习。每单元二十个问题，完全按照大学英语四六级考试的形式。每篇短文词数控制在二百至四百之间，各单元总阅读量为 1000—1250 词。每个单元可以在四十分钟内完成。为使学生顺利阅读，文章中的超纲词和难度较大的句子都进行了注释，并对问题中的超纲词和难题做了注释和提示。本书注释均安排在每篇阅读材料的问题后。每册书后附有答案表。该表还设计了单元总词数、阅读时间、速度、理解率及日期等项内容。实际上，每单元都可以独立构成一套完整的阅读测试题。本套书的最后两个单元，选录

了国家英语四级统考暴光题，作为全套书学习效果的总检验。

本书选材新颖、丰富、具有较强的知识性和趣味性，可读性强。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。本书既适用于大学生课外阅读，也可用于课堂测试，以及在教师指导下进行阅读强化操练。

本书编写过程中得到陕西人民出版社的大力协助，得到西安工业学院、西北林业学院、西安地质学院、陕西工学院、武警技术学院、陕西外语师范专科学校、西安联大师范学院、陕西财经学院、西安矿业学院等院校有关同志的大力支持和帮助。西安工业学院要同林副教授担任了全书的统稿工作，陕西机械学院亢树森教授在百忙中审阅了全书。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的批评指正。

编者  
1993年4月

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# UNIT 1

## Passage A

The comprehension passages on this course are designed to help you increase your reading speed. A higher reading rate, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook — but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage gain will be the same whatever kind of reading you are concerned with. ①

The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all approximately 500 words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding kind you will find in a newspaper or light novel. If you read this kind of English, with understanding, at, say, 400 words per minute, you might skim through a newspaper at perhaps 650–700, while with a difficult textbook you might drop to 200 or 250.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota<sup>®</sup>, U.S.A., for example, have shown that students without special training can read English of average difficulty; for example Tolstoy's War and Peace in translation<sup>®</sup>, at speeds of between 240 and 250 w.p.m. with about 70% comprehension. Minnesota claims that after 12 half-hour lessons, one a week<sup>®</sup>, the reading speed can be increased, with no loss of comprehension, to around 500 w.p.m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1000 w.p.m. can be reached, but this would be quite exceptional.

1. A higher reading rate will help in other subjects as well as English \_\_\_\_\_.  
A. provided there is no loss of understanding  
B. only if we memorize well  
C. but not in any other language  
D. though not as a general principle
2. You would expect to read a difficult economics textbook \_\_\_\_\_.  
A. as fast as you read a newspaper  
B. more slowly than you read a newspaper  
C. more quickly than you read these passages  
D. only very rarely
3. You can expect to read the passages on this course \_\_\_\_\_.



A. more quickly than you read your textbooks

B. more quickly than you read a newspaper

C. more slowly than you read your textbooks

D. faster than any other kind of material

4. The average untrained native speaker at the University of Minnesota

A. reads at 600 w.p.m.

B. reads at about 300 w.p.m.

C. cannot read difficult works in translation

D. reads at about 245 w.p.m.

5. The University of Minnesota claims that in 12 half-hour lessons

A. it can triple a student's reading speed

B. it can double a student's reading speed

C. it can increase a student's reading speed four times

D. no real increase in reading speed can be achieved

Notes:

(1). You would ... concerned with 这是一个用 but 连接的并列句，后面的分句又是主从复合句，其从句也是一个主从复合句。

(2). Minnesota 明尼苏达 (美中北部一州)

(3). Tolstoy's War and Peace in translation 托尔斯泰的《战争与和平》翻译本

(4). Minnesota...one a week, 这半句意为：明尼苏达州立大学的实验证明，经过十二个每周一次，每次半小时的专门训练课后……

## Passage B

Are you aware that you actually possess six senses? The sixth is a muscular<sup>①</sup> sense responsible for directing your muscles intelligently — to the exact extent necessary for each action you perform. For example, when you reach for an object, the sensory<sup>②</sup> nerves linking the muscles to the brain stop your hand at the correct spot. This automatic perception<sup>③</sup> of the position of your muscles in relation to the object is your muscular sense in action.

Muscles are stringy bundles of fibers<sup>④</sup> varying from one fivethousandth of an inch to about three inches. They have three unique characteristics: they can become shorter and thicker; they can stretch; and they can retract to their original position. Under a high-powered microscope, muscle tissue<sup>⑤</sup> is seen as long, slender cells with a grainy<sup>⑥</sup> texture<sup>⑦</sup> like wood.

More than half of a person's body is composed of muscle fibres, most of which are involuntary — in other words, work without conscious direction. The voluntary muscles, those that we move consciously to perform particular actions, number more than five hundred. Women have only 60 to 70 per cent as much muscle as men for their body mass. That is why an average woman can't lift as much, throw as far, or hit as hard as an average man.

6. According to the first paragraph, the muscular sense responsible for \_\_\_\_\_.

A. linking the muscles to the brain

B. the work of only our involuntary muscles

C. the normal breathing function

☒ D. directing our muscles intelligently

7. Under a high-powered microscope, muscle tissue appears to be \_\_\_\_\_.

A. wood

☒ C. textured like wood

B. colored like wood

D. long and strong

8. Muscles are unique fibers in which they can \_\_\_\_\_.

A. draw back

☒ C. become longer

B. contract

D. all of the above

9. An average woman is weaker than an average man because she has \_\_\_\_\_.

A. more involuntary muscles than an average man

☒ B. only 60 to 70 per cent as much muscle a man has

C. 60 to 70 per cent as much muscle for her body mass

D. less muscle fiber for her body weight

10. Implied but not stated:

A. There are many more than 500 involuntary muscles in the body.

B. Muscle tissue is stringy.

☒ C. The muscular sense is less important than any other sense.

D. Muscular sense involves automatic perception.

Notes:

(1). muscular a.肌肉的; 肌肉强壮的

(2). sensory a. 感觉的; 知觉的

(3). perception n. 感觉; 知觉

(4). fibers n. 纤维

(5). tissue n. 组织

(6). grainy a. 木纹状的

(7). texture n. (皮肤) 肌理

### Passage C

Ours is a big world, complex and full of many diverse<sup>①</sup> people. People with many varying points of view are constantly running up against<sup>②</sup> others who have differing opinions. Those of us who smoke are just one group of many. Recently, the activism<sup>③</sup> of non-smokers has reminded us of the need to be considerate<sup>④</sup> of others when we smoke in public.

But, please! Enough is enough! We would like to remind non-smokers that courtesy<sup>⑤</sup> is a two-way street. If you politely request that someone not smoke you are more likely to receive a cooperative response than if you scowl<sup>⑥</sup> fiercely and hurl<sup>⑦</sup> insults. If you speak directly to someone, you are more likely to get what you want than if you complain to the management.

Many of us have been smoking for so long that we sometimes forget that others are not used to the aroma<sup>⑧</sup> of burning tobacco. We're human, and like everyone else we occasionally offend unknowingly. But most of us are open to friendly suggestions and comments, and quite willing to

modify our behavior to accommodate<sup>®</sup> others.

Smokers are people, too. We laugh and cry. We have hopes, dreams, aspirations<sup>®</sup>. We have children and mothers and pets. We eat our hamburgers with everything on them and salute<sup>®</sup> the flag at Fourth of July picnics. We hope you'll remember that the next time a smoker lights up in public.

11. If the above is an advertisement, who is the one putting it on newspaper?

- A. A non-smoker
- C. An editor.
- B. A smoker.
- D. A newspaperman.

12. When you politely say "please don't" to someone who has a cigarette and match in hands, he will

- A. ignore what you say
- B. blow smoke in your face and say "don't I?"
- C. say "thank you very much" and light his cigarette
- D. say "sorry" and put them back

13. When a smoker offends you by smoking, he

- A. does this on purpose
- B. doesn't know he offends
- C. insists on having the right to smoke in your face
- D. is making trouble

14. "Courtesy is a two-way street" means

- A. Courtesy is especially needed in streets
- B. it is impolite to smoke in public
- C. if you are polite to others you are likely to be treated politely

D. a street has two ways, if you go one I'll go the other

15. The reading selection is in favor of \_\_\_\_\_ rights.

A. smokers'

C. employers'

B. non-smokers'

D. employees'

**Notes:**

(1). diverse a. 多种多样的, 形形色色的 [daɪ'vɜ:s]

(2). run up against 撞着

(3). activism n. 积极, 活动, 活跃 [æktɪvɪzəm]

(4). considerate a. 体谅的, 体贴的 [kən'sɪdəreɪt]

(5). courtesy n. 礼貌 [kə'ti:si]

(6). scowl v. 发怒, 以怒容相视 [skaʊl]

(7). hurl insults 以恶言相加, 辱骂

(8). aroma n. 芳香, 香味 [ə'vɔ:mə]

(9). accommodate v. 适应, 迁就

(10). aspiration n. 志气, 抱负 [æspə'reɪʃən]

(11). salute v. 致敬, 行礼

**Passage D**

Harveys, Elmers, Berthas, Matildas, and other people with unusual names often suffer. Psychologists<sup>①</sup> and educators<sup>②</sup> have found that while names cannot make people rich or famous, they can facilitate<sup>③</sup> or prevent the development of a good self-image<sup>④</sup>, and can even affect success in school, in work, and in making friends.

Researchers have found that people often agree on certain characteristics<sup>⑤</sup> that they identify<sup>⑥</sup> with particular names. A recent U.S. study showed that college students es-

pecially liked "active" names, such as Michael, James, and Wendy, and thought that Michael and James were extremely masculine<sup>⑦</sup> names while Wendy was very feminine<sup>⑧</sup>. Also, all the students disliked "passive" names like Alfreda, Percival, and Isadore, and they doubted the masculinity of men named Percival and Isadore.

In 1963 a British psychologist asked a group of people to list different names according to age, trustworthiness<sup>⑨</sup>, attractiveness<sup>⑩</sup>, sociability<sup>⑪</sup>, kindness, and lack of aggression<sup>⑫</sup>. The psychologist discovered that most of the people agreed that a John is trustworthy and kind; Robins are young; Tonys, sociable; Agneses, old; Agneses and Matildas, unattractive; and Anns, nonaggressive. In another study it was discovered that both men and women students stereotyped<sup>⑬</sup> about twenty names; they considered common, popular names as better, stronger, and more active than unusual ones. Also, related studies seemed to indicate that people apparently<sup>⑭</sup> learn stereotypes; while third and sixth-grade pupils confirmed the adults' stereotypes, kindergarten children did not.

16. According to the passage a "good" name

A. makes one rich

B. makes one well-known

C. helps one develop a good self-image

D. prevent one from developing a good self-image

17. Michael, James and Wendy are considered

A. feminine names C. passive names

- B. masculine names' D. active names
18. If someone named Isadore, he is often thought of  
 A. active C. lack of masculinity  
 B. passive D. lack of masculinity
19. According to the article, stereotypes are  
 A. born with C. essential  
 B. learned later D. unnecessary
20. Which is the proper title?  
 A. Stereotypes and Names.  
 B. A Study of Names.  
 C. Uncommon and Attractive Names.  
 D. Common and Acceptable Names.

Notes:

- (1). psychologist n. 心理学家  
 (2). educator n. 教育家  
 (3). facilitate v. 助长, 促进  
 (4). self-image n. 自我形象, 自我看法  
 (5). characteristics n. 特征, 性格  
 (6). identify v. 把...与...看成一致, 联系起来看  
 (7). masculine a. 男性的, 有阳刚之气的  
 (8). feminine a. 女性的, 娇柔的  
 (9). trustworthiness n. trust 信任 worthy 值得的, 其合成词意为: 可信赖性, 可靠性  
 (10). attractiveness n. 吸引力, 魅力  
 (11). sociability n. 社交能力  
 (12). lack of aggression 缺乏进取心, 缺乏竞争力



(13) stereotype v. 刻板, 对……抱有成见

(14) apparently adv. 显然