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# 大学英语阅读 理解与欣赏

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COLLEGE ENGLISH  
READING COMPREHENSION  
AND APPRECIATION

天津大学出版社

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## 内 容 提 要

本书分上、下两册,共有 87 个单元。每个单元有一篇阅读理解文章,一篇完型填空。全部内容均选自近 20 年来英、美原版书刊,有故事、传记、史地知识和科技文章等,体裁广泛。文中难点均以英汉两种文字加以注释,便于自学。每篇文章后有若干练习题,书后附有参考答案,可供读者自我测试。读者通过大量阅读,可扩大词汇量,提高阅读理解能力。它是准备参加英语四级统考的大学生和科技人员的重要参考书。

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王守廉、李秀芹 主编

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# 大学英语阅读理解与欣赏

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## 前 言

英语阅读理解能力是大学生必须具备的基本功之一,这不仅是通过四、六级统考的需要,而且也是毕业后从事科技工作必备的条件之一。

完型填空可测试学生的综合运用语言的能力,阅读理解的能力,驾驭语法结构的能力,运用词汇的能力,以及根据上下文分析判断、逻辑推理的能力。大量地练习完型填空,对于提高综合运用语言的能力,提高阅读理解能力是十分重要的。

基于上述原因,本书设计了两项内容——阅读理解与完型填空(这两项内容在四级统考中占总分数 50%),以帮助学生顺利通过大学英语四级考试。

本书的编写,旨在使学生通过大量的阅读,培养阅读兴趣,扩大词汇量,提高阅读理解能力。本书是为准备参加英语四级统考的各类高校学生和有志于报考硕士研究生的学生编写的,也适用于广大具有中级以上英语水平的科技人员和英语自学者。

本书分上、下两册,上册有 43 个单元,下册有 44 个单元。每个单元有一篇阅读理解文章,一篇完型填空。对文章中某些影响读者理解的词汇或句子,用双语(英、汉)加以注释,便于自学。每篇文章后附了若干个理解题,书后附有练习参考答案,可供读者自我测试。

本书特点是:

(一)文章水平为 1—4 级,按照循序渐进的原则编排,文章由短到长,由易到难,逐渐从一级到四级,便于阅读。

(二)内容健康,语言规范。全部文章选自近二十年来英美的原版书刊,个别文章略加删改。

(三)所选文章内容十分丰富,题材广泛,体裁多样,有引人入胜的故事,有美丽动人的传说,有脍炙人口的人物传记,也有知识性和

科学性很强的史地知识,还有文字流畅的科技新作。这些文章的构思奇妙,立意新颖,读起来上口,节奏感强,易于形成语感,令人读后爱不释手,很有欣赏价值。

本书的所有编写人员的名次均按姓氏笔划顺序排列。

由于编者水平有限,时间紧迫,错误和疏漏在所难免,欢迎广大读者不吝指正。

编者

1991年7月

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## Unit 1

### I . After the Great Fire

On the night of September 2, 1666, a fire broke out in a baker's shop near Fish Street Hill in London. Before the flames were finally extinguished, nearly the entire city had been reduced to ashes. Over 13 thousand homes, 50 churches, and numerous public buildings and hospitals were lost in the blaze. For all practical purposes, London was destroyed. do they not

The Great Fire was not seen as a total tragedy, however. The very bad conditions of the city had been attacked by physicians and humanitarians for years before the fire, thus with the opportunity clearly presented to create a shining new city, artists and craftsman from all over England hurried to submit their designs for the rebuilding of London.

Among those who submitted plans was Sir Christopher Wren, one of England's leading architects. The task of rebuilding the city was given to him. Wren realized that the Great Fire would not have been so damaging if the city had been better laid out. He also felt that redesigning the main thoroughfares of London would result in increased and more effective transportation within the city.

Shortly after Wren began working on his first drafts for the rebuilding, King Charles II issued a proclamation prohibiting the construction of any house or shop within the city limits until after the plans were completed. When the plans were unveiled to the citizens of London, however, they

were overwhelmingly rejected.

Winter was approaching, consequently, it was necessary for the rebuilding to proceed at once. Permission was, therefore, granted to townspeople and landlords to commence reconstruction of their houses and shops at the sites where they had been before the fire. Had the need for immediate action not been so pressing, some kind of compromise could likely have been reached. This was not to be, however, and the ideas that could have made London one of the world's most beautiful cities never came to pass.

### Notes

1. extinguish; put out 扑灭
2. humanitarian; 人道主义者
3. unveil; remove a covering from 使……公诸于众
4. commence; 开始

### Comprehension Exercises

1. The Great Fire of London began \_\_\_\_\_.

I. in a bakery

II. in 1666

III. at night

IV. on the second of September

A. I, II, III

B. I, III, IV

C. I, II, IV

D. I, II, III, IV

2. The word "thoroughfares" refers to \_\_\_\_\_.

A. public buildings

B. alleys

C. streets

D. houses and shops

3. What became of the plans for the rebuilding of London?

A. Nothing-----they were never finished.

- B. They were adopted in modified form.
- C. They were followed and London was rebuilt at once.
- ☒ D. Nothing ..... London was rebuilt as it had been before the fire.
4. Which of the following describes the author's probable attitude toward Sir Christopher Wren's plans?
- A. He feels it would have been a mistake to rebuild London according to Wren's designs.
- B. He feels it was a mistake for London not to have been rebuilt according to Wren's designs.
- C. He feels that someone other than Wren should have been chosen to plan the rebuilding.
- D. He feels that Wren's ideas had much more influence than is commonly recognized.
5. Which of the following would be an appropriate title for the passage?
- A. The Life and Times of Sir Christopher Wren.
- ☒ B. The Rebuilding of London.
- C. The Damage of Fish Street Hill.
- D. The London That Might Have Been.

## II Cloze

It must have been after two o' clock in the morning when the last guest 1 their leave, and although we had enjoyed their 2, my wife and I were quite thankful to shut the door 3 them. We left all the dirty dishes and glasses 4, and, after opening a few windows to let some fresh air in and the smell of stale 5, we climbed into bed and fell asleep.

I 6 asleep for more than half an hour when I awoke with a strong smell of smoke in 7. Still half asleep, I 8 into the lounge, and there,

through 9 clouds of smoke, I saw that one of the curtains was 10 fire. I should have closed the windows then without delay, but 11 I tried to beat out the flames with a folded newspaper. 12 this failed I hastened into the kitchen to 13 a bucket and fill it with water. At the same time I shouted to Barbara, who 14 dialled 999 to summon the fire brigade 15 coming to my aid. We had to work at top speed carrying buckets of water from the kitchen to prevent the flames, 16 by the breeze from the windows, from spreading. We 17 to extinguish the fire but we managed to keep it 18 in check until the arrival of the firemen. Fortunately, they arrived promptly and they had little difficulty 19 out the flames.

For most of the 20 of the day we worked hard.

- |    |                        |                                |
|----|------------------------|--------------------------------|
| 1. | A. asked               | B. took                        |
|    | C. were on             | D. waited                      |
| 2. | A. accompanying        | B. companion                   |
|    | C. company             | D. friendship                  |
| 3. | A. for                 | B. on                          |
|    | C. behind              | D. before                      |
| 4. | A. as they were        | B. there                       |
|    | C. with us             | D. lying about                 |
| 5. | A. smoking             | B. tobacco                     |
|    | C. food                | D. wine                        |
| 6. | A. must not have been  | B. must fall                   |
|    | C. could not have been | D. needn't tell you that I was |
| 7. | A. my nostrils         | B. the lounge                  |
|    | C. our kitchen         | D. outside                     |
| 8. | A. looked              | B. staggered                   |
|    | C. opened              | D. searched                    |
| 9. | A. dense               | B. numerous                    |

- |     |                  |                |
|-----|------------------|----------------|
|     | C. large amounts | D. tiny        |
| 10. | A. in            | B. at          |
|     | C. near          | D. on          |
| 11. | A. once more     | B. this time   |
|     | C. hard          | D. instead     |
| 12. | A. Unfortunately | B. For         |
|     | C. When          | D. Still       |
| 13. | A. catch         | B. snatch      |
|     | C. grip          | D. grab        |
| 14. | A. hurriedly     | B. reluctantly |
|     | C. intentionally | D. purposely   |
| 15. | A. without       | B. before      |
|     | C. while         | D. that is     |
| 16. | A. put out       | B. fanned      |
|     | C. fired         | D. near        |
| 17. | A. were unable   | B. knew how    |
|     | C. ought         | D. had         |
| 18. | A. particularly  | B. partially   |
|     | C. up            | D. back        |
| 19. | A. to put        | B. of putting  |
|     | C. at putting    | D. in putting  |
| 20. | A. trouble       | B. half        |
|     | C. rest          | D. fire        |

## Unit 2

### I . The Past of the Earth

Did you know that the Mediterranean Basin was completely dry 5.5 million years ago? The fact was discovered only recently by drilling holes in the ocean floor.

To date, more than 350 holes have been drilled into the ocean's bed at selected locations around the world, enabling scientists to obtain samples of sediment. The sediment samples tell the story of ancient oceans and mountains, of movement of the sea floor and formation of Continents. Scientists have found, for example, that an area about three times the size of Hawaii, which flourished during the days of the dinosaurs, has sunk a mile beneath the sea between Ireland and Iceland, disappearing completely.

Holes drilled west of Panama have provided evidence of an amazing series of events which happened seven million years ago. The sea—floor pressed up under Central America, lifting it out of water, creating the Isthmus of Panama and cutting the equatorial link between the Atlantic and the circulation patterns of the world's ocean and caused major changes in the earth, including the ice formations that exist at the North and South Poles today.

Another discovery, which may be of practical use in the future, is the existence of huge salt beds under sediment in the Mediterranean and the Gulf of Mexico. These salt beds give the world promise of important new