

大学英语阅读教程

主编 潘振铎 曲 燕

A COLLEGE ENGLISH COURSE FOR COMPREHENSION AND SPEED

哈尔滨船舶工程学院出版社

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第一册

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前 言

大量的外语教学实践证明,大学外语教学质量的高低,其中一个十分重要的因素是能否向学生提供充足的、可读性较好的外语语言材料,采用较好的教学方法,从而有效地提高学生的阅读理解能力和口头笔头表达能力。

《大学英语阅读教程》就是从上述目的出发,根据国家教委审定的《大学英语教学大纲》和国家大学英语四、六级标准考试试题设计组制定的《考试大纲》编写而成的系列英语阅读教程。本教程共计四个分册,可分别用于大学英语 1~4 级泛读和快速阅读教学和训练。

本书为第一分册,包括 12 个单元。每单元收泛读和快读文章各 2 篇。全书泛读部分共收课文 24 篇,包括 13174 词;快读部分 24 篇,包括 6554 词。所有的阅读材料都选自近年来美国、英国、加拿大等国出版的书籍和报刊杂志,尽量避免国内各种教材中已经使用的材料。内容力求生动有趣,涉及东西方风土人情、政治、经济和科普等方面。每篇文章后面均附有多项选择式阅读理解题。理解题按国家统考标准格式编排。本分册注重培养学生的词汇和语篇理解能力。

本书所收的文章全部标有词数,可供教师和学生进行阅读速度的训练。教师可根据具体教学情况从 12 个单元中选择 10 个单元进行课内教学,也可以把每个单元的两篇泛读文章在课内使用,把快读文章布置给学生在课外进行阅读,计时完成。

本书每四个单元之后收有词汇和语法结构测试题一套,每套包含 60 题,以便帮助学生复习和巩固所学的知识,进一步扩大词汇量。

本书在编写过程中得到各有关方面的大力支持,美籍专家 Janice Ruth Steinacker 审阅了本书初稿,在此一并表示衷心的感谢。

由于编者水平有限,书中疏漏与不足之处在所难免,恳请读者与同仁批评指正。

编 者

序

改革开放,是我国一项长期的方针政策。在改革的时代,作为第一生产力的科学技术已经显示出了巨大的威力,并将发挥越来越大的作用。同世界各国进行更加广泛的技术经济交流与合作,迅速准确传递各种信息,并将它们造福于人类,是时代的需要。形势的发展使人们越来越清楚地认识到外语的重要性。掌握外语,攀登高峰,是时代赋予新一代的历史使命。

大学英语教学大纲明确规定:“大学英语教学的目的是,培养学生具有较强的阅读能力、一定的听和译的能力以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础”。

为了达到这一教学目的,在省教委和省大学外语教学研究会关怀和支持下,我省部分高等院校英语教师把多年来教学过程中积累的丰富材料进行了精选、加工、分析、整理而编写了《大学英语阅读教程》。这是一项极有意义的创造性劳动的结晶,是我省高等院校英语教师大协作的成果。

这一丛书共分四册,选材新颖,内容丰富,由浅入深,知识性强,生动有趣,并有适合学生实际水平的阅读及词汇练习。这是一套培养大学生阅读能力的教材,也是广大科技工作者提高阅读能力的良师益友。

衷心祝贺《大学英语阅读教程》丛书的出版。完全可以相信,它的问世,必将对深入贯彻大学英语教学大纲,进一步提

高全省大学英语教学质量起到良好的作用。

刘牟尼

1992年3月8日

于哈尔滨工业大学

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UNIT 1

PART A

I . READING MAKES A FULL MAN

1 Criticism is judgment. A critic is a judge. A judge must study and think about the material presented to him, accept it , correct it or reject it after thinking over what he has read, watched or heard.

2 Another word for criticism is appreciation. When I criticize or appreciate some objects or another, I look for its good points and its bad points. In reading any printed or written matter, I always have a pencil in hand and put any comments in the book or on a separate piece of paper. In other words, I always talk back to the writer.

3 That sort of critical reading might well be called creative reading because I am thinking along with the writer, asking him questions, seeing whether he answers the questions and how well he answers them. I mark the good passages to store them in my memory and ask myself about every other part and about the complete piece of writing: where, how and why could or should I improve upon it?

4 You might think that doing what I suggested is work. Yes, it is, but the work is a pleasure because I can feel my brain expanding, my emotion reacting and my way of living changing.

5 Reading exercises a great influence on a person. If pictures, still or moving, accompany the reading, the memory will retain half the material for a long time.

6 Don't believe those who say that bad reading cannot hurt a person. How do they know what will hurt others? Wouldn't you rather believe the experience of the ages that says, "A man is what he has read" and "Our reading and studies carry over into our lives"?

7 Just as evil books can corrupt, so also can good books gradually work a change in a corrupt person.

8 Let's get back to the beneficial effects of thinking while reading. It helps us to enlarge our minds. We understand more about the universe, its people and many of its wonders. We learn to think and observe in new ways. We certainly do get a feeling for the language we are reading. All good writers in any language have been readers who read critically and creatively and continuously.

9 Reading critically also helps me to develop and refine my emotions to the point where I can tell whether a report, a story or a poem is genuinely humane or not—whether the writer is an honest writer.

10 Finally, reading will and must broaden my sympathies, expand my love for others and set it in action. How can a person who has a bit of kindness in his heart read about all the miseries and tragedies that people and nations have and not want to do and actually do what he can to relieve those people in every way he can and as much as he can?

11 I have not said that reading makes a wise man, but a wise

person who reads creatively will deepen his wisdom and be of greater benefit to the rest of his fellowmen. Such reading will continue his education. It will fill out what a person had not learned in school or what he had not thoroughly grasped or previously thought through. As Bacon well said, "Reading makes a full man".

From *Objective English Test Papers To Certificate Level*

543 words

NEW WORDS

1. reject *vt.* to put aside, throw away; refuse to accept 抛弃; 拒绝
2. comment *n.* sth. said or written about an event, or in explanation or criticism of sth.
3. emotion *n.* any of the strong feelings of the human spirit, strength of feeling
4. retain *vt.* to keep, continue to have or hold; get the services of ...by payment 保留, 保持; 雇用, 聘请
5. corrupt *vt.* to make morally bad; cause to change from good to bad 使腐败; 使堕落; 使颓废
6. broaden *vt.* to make or become broader 使加宽, 加阔
7. sympathy *n.* the ability to share the feelings of another, a pity, agreement in feelings 同情, 赞同
8. tragedy *n.* play for the theatre; sad event or experience in real life 悲剧

NEW PHRASES

1. think over; 仔细考虑
2. carry over; to remain; to continue
3. set in; 开始; 发生
4. fill out; 使完全; 充实; 扩张

COMPREHENSION

1. The writer says a critic _____.
A) asks what he does not understand
B) talks back to the author
C) understands the background on which the works are based
D) looks for the good and the bad points of the material he has read
2. By creative reading the writer means _____.
A) raising questions and answering them for the author
B) reading and giving comments on the materials one has read
C) thinking in the same line with the author
D) storing up facts in one's memory
3. By the phrase "thinking along with" in the passage, the writer means _____.
A) following (one's thought) closely
B) agreeing

- C)considering
D)accepting
4. According to the writer, critical reading _____.
A)makes a person intelligent
B)makes a person rich
C)gives a person extra work
D)broadens a person's horizons
5. We learn from the passage that all good authors _____.
A)have a thorough insight into the problems in life
B)observe and imitate the ways other authors write
C)have the feeling of the language they write in
D)have read extensively and critically
6. By the word "tragedies" in the passage, the writer means _____.
A)sad events
B)solemn plays
C)real experience
D)difficulties
7. In the last but one paragraph, the main idea is that reading makes a person _____.
A)romantic
B)sensitive to the feelings of others
C)sympathetic to the miseries of his fellow-men
D)understand human nature better

II . The Story of Our Language

1 The English language has had an interesting history. In fact, *it is having* an interesting history, for history never stands still. National and international events add new words to the language; so do new discoveries and inventions. Sometimes these words are borrowed from other languages, like *blitzkrieg* from the German and *sputnik* from the Russian; sometimes they are manufactured, like *radar*. Words become old fashioned or obsolete as the need for them wanes or disappears. For example, the ever-expanding use of electricity has almost replaced *icebox* with *refrigerator* in the modern English vocabulary. Similarly, meanings change, and slang words may come to be accepted. Less than half a century ago, *broadcast* did not refer to radio and television but to a method of sowing seed, and *blimp* and *comeback* were frowned on as slang.

2 The English language began with the languages of the Angles and Saxons. These were people who came from Germany and conquered England in the sixth century. The Anglo-Saxons gave us the name of England (*Angle-land*) and many of our familiar words, like those that describe our family (*father, child, man*) and names of colors and animals (*brown, sheep*). From them also have come the names of the days of the week and such words as *god, the, and for*.

3 When the Normans invaded England from France in 1066, they introduced many French words into the language. These