

COLLEGE ENGLISH GRADED READING

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田 鹏 森 主 编

A person in a kayak is shown riding a large, white, curling wave. The kayak is white with orange and red accents. The person is wearing a dark jacket and a helmet. The background is a bright, hazy sky.

大学英语 分级阅读

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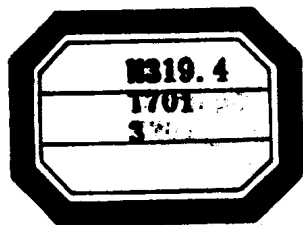
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3 大学英语分级阅读

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【内容简介】《大学英语分级阅读》根据《大学英语教学大纲》、《大学英语四级考试大纲》以及四级考试新题型精神编写,以提高学生阅读量、阅读速度及阅读理解水平为主要目的。

本书紧密配合大学英语三级教学,选材广泛,除了配有阅读理解题外,还设计了长难句英译汉练习,是大学英语精读课的同步阅读教材,是增强理解及翻译能力的必备之书。

本书可作为大学英语课辅助教材使用,也可供广大英语爱好者阅读欣赏。

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序 言

大学英语教学及测试中,阅读能力的培养占有头等重要的地位,这种观点已为英语教学界所公认。作者根据自己的教学心得,结合当前形势对英语教学的要求,吸收现有同类教材的优点,协力编出《大学英语分级阅读》,以满足教学需要。本书有以下特点:

1. 题材广泛,内容丰富,知识性与趣味性兼顾;语言规范,可读性强,既可以增进阅读能力,又可以拓宽知识面。

2. 作为阅读教材,不以应试为主要目的,注重学生阅读理解的训练,从而促进听、说、写、译能力的全面发展。

3. 紧密配合大学英语教学,可作为读写教程的同步材料,有助于巩固及加深学生对读写教程的掌握。

4. 文章难度由浅入深,逐级提高,练习及考查材料的深度也相应地逐步加大,因此本教材也可用于阅读强化训练。

5. 考虑到四级考试的新题型,特设置英译汉练习一栏,为英译汉专项练习提供了可行的方法及丰富的素材。

“一分耕耘,一分收获”。这部精心设计,精心制作,历时3年的教材终于问世了。我相信,它一定会受到广大读者的欢迎。

陈伯顺

1997年10月

前 言

《大学英语分级阅读》是根据高等学校文理工科《大学英语教学大纲》关于阅读理解的要求编写的,旨在向学生提供难易程度相当、总量符合大纲指标的同步阅读材料,使学生通过大量的阅读实践,提高阅读理解能力,增进阅读速度,扩大英语感性认识范围,并为进一步提高听、说、写、译力奠定雄厚的基础。

外国语学习以其实践性强而区别于其他学科知识的学习。学好外国语,掌握运用语言进行熟练交际的能力,积累大量语言材料是极其重要的,而阅读就是吸收语言文化积累语言材料的最重要途径。无量之积累就不会有质之飞跃。处于世纪之交的我国大学外语教学,大纲在修订,教材在更新,然而培养学生交际能力这个总目标是不会改变的。实现这一目标,阅读量、阅读速度以及阅读理解水平的提高起着举足轻重的作用。多年以来大学英语教学实践以及四、六级考试,使我们深深感到阅读能力的训练与培养,必须从基础阶段抓起,而且持续抓好。阅读的目的不是为了应试。《大学英语分级阅读》就是在这一认识指导下编写的。

本教材共分4册,每册96篇阅读文章,按每单元4篇分别编入24个单元。针对每篇文章,除了设计5个标准的阅读理解题外,根据四级考试新题型,在三、四级阅读材料的每篇后增设了划线长难句的英译汉练习,书末提供了参考答案与

译文,对三、四级材料中出现的超纲词汇加注了简明的汉语释义。全套教材近 400 篇短文、选材广泛,题材新颖,知识性与趣味性兼顾,可读性强,阅读材料及练习难易程度合适,可紧密配合一到四级教学,循序渐进,过渡自然,兼顾了训练读者提取信息、推断、引申、概括、分析、归纳的能力。

本教材可作为大学英语分级教学的同步教材,也适合于大学生阅读自测或进行阅读理解强化训练。

本教材编写过程中得到西安建筑科技大学教务处教材科、外语系,西北工业大学外语系,西北工业大学出版社的大力支持与协助;西安建筑科学大学外语系陈伯顺教授审阅了全书并为本书撰写了序言。在此一并致谢。

由于编者水平有限,书中疏漏或谬误恐所难免,诚恳希望使用此教材的老师和同学批评指正。

全套教材由田鹏森副教授任主编。第 3 册由戴湘莉、姚杰、李清编写。

编 者

1997 年 10 月于西安

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Unit 1

Passage A

Adam Smith, writing in the 1770s, was the first person to see the importance of the division of labour and to explain part of its advantages. He gives as an example the process by which pins were made in England.

“One man draws out the wire, another strengthens it, a third cuts it, a fourth points it, a fifth grinds it at the top to prepare it to receive the head. To make the head requires two or three distinct operations. To put it on is a separate operation, to polish the pins is another. It is even a trade by itself to put them into the paper. And the important business of making pins is, in this manner, divided into about eighteen distinct operations, which in some factories are all performed by different people, though in others the same man will sometimes perform two or three of them.”

Ten men, Smith said, in this way, turned out twelve pounds of pins a day or about 4,800 pins a piece. But if all of them had worked separately and independently without division of labour, they certainly could not, each of them, have made twenty pins in a day and perhaps not even one.

There can be no doubt that division of labour, provided

that it is not taken too far, is an efficient way of organising work. Fewer people can make more pins. Adam Smith saw this but he also took it for granted that division of labour is in itself responsible for economic growth and development and that it accounts for the difference between expanding economies and those that stand still. But division of labour adds nothing new; it only enables people to produce more of what they already have.

1. According to the passage, Adam Smith was the first person to _____.

- A) take advantage of the division of labour
- B) introduce the division of labour into England
- C) understand the effects of the division of labour
- D) explain the causes of the division of labour

2. Adam Smith saw that the division of labour _____.

- A) enabled each worker to make pins more quickly and more cheaply.
- B) increased the possible output per worker
- C) increased the number of people employed in factories
- D) improved the quality of pins produced

3. Adam Smith mentioned the number 4,800 in order to _____.

- A) show the advantages of the division of labour
- B) show the advantages of the old craft system
- C) emphasize how powerful the individual worker was
- D) emphasize the importance of increased production

4. According to the writer, Adam Smith's mistake was in believing that division of labour _____.
A) was an efficient way of organising work
B) was an important development in methods of production
C) inevitably led to economic development
D) increased the production of existing goods
5. "Provided that it is not taken too far" (in the first sentence of the last paragraph) means: _____.
A) if work is done near the factory
B) if the factory is not too big
C) if it is not led to extremity
D) if workers don't have to go a long way

Passage B

When Americans consider families, many of them think of a "traditional family". A traditional family is one in which both parents are living together with their children. The father goes out and works and the mother stays home and rears the children. The biggest change in families in the United States is that most families today do not fit this image. Today, only one out of three American families is a "traditional family" in this sense.

The most common type of family now is one in which both parents work outside the home. In 1950, only 20 per-

cent of all American families had both parents working outside the home. Today, it is 60 percent. Even women with young children are going back to work. About 51 percent of women with children younger than one year old now work outside the home.

Another big change is the increase in the number of families that are headed by only one person, usually the mother. Between 1970 and 1988, the number of single-parent families was more than doubled—from 3.8 million to 9.4 million. In 1988, nearly one out of every four children under 18 lived with only one parent. Some families look even less like the typical traditional family. They may consist of a couple of one race who have adopted children of another race, or from another country. In many states, single people may also adopt children. Some people take in foster children—children whose parents cannot take care of them.

Another change is that families in the United States are getting smaller. In the mid-1700s, there were six people in the average household. Today the average household contains between two and three people.

One recent change is that the number of marriages is rising. The number of babies born also has been climbing steadily for the past 10 years. Many experts see these trends as a sign that Americans are returning to the values of marriage and family.

To understand why these changes are happening, we

ought to know the history of the family in the United States.

Note:

① foster: 抚养

6. From the passage, we know that the biggest change in American families is that _____.
A) people's concept of "traditional family" changes
B) women are more financially independent than they used to be
C) the size of a family becomes smaller and smaller
D) more and more parents do not live together with their children
7. All of the following statements are true according to the passage except that _____.
A) we may find members of different nationalities in an American family
B) it is possible in the US that unmarried people may also have children
C) most American women will work soon after they deliver children
D) it is common that there is no father or mother in an American family
8. In paragraph five, household means _____.
A) family
B) a place to live
C) home
D) all family members
9. It can be inferred from the last part of the passage that

- _____.
- A) now the American birth rate is rising
 - B) American families are getting bigger
 - C) Americans will return to their traditional family
 - D) now Americans appreciate their traditional family
10. The paragraph following this passage will most probably discuss _____.
- A) the American family pattern
 - B) the typical traditional family
 - C) the history of American family
 - D) the American concept of family

Passage C

The United States is a country made up of many different races. Usually they are mixed together and can't be told one from another. But many of them still talk about where their ancestors came from. It is something they are proud of.

The original Americans, of course, were the Indians. The so-called white men who then came were mostly from England. But many came from other countries like Germany and France.

One problem the United States has always had is discrimination. As new groups came to the United States they found they were discriminated against. First it was the Irish

and Italians. Later it was the blacks. Almost every group has been able to eventually escape this discrimination. The only immigrants who have not are the blacks. Surprisingly enough the worst discrimination today is shown towards the Indians.

One reason the Indians are discriminated against is that they have tried so hard to keep their identity. Of course they are not the only ones who have done so. The Japanese have their Little Tokyo in Los Angeles and the Chinese a Chinatown in New York. The Dutch settlement in Pennsylvania also stays separate from other people. Their towns are like something from the 19th century. They have a different reason than the other groups for staying apart. They live separately for religious reasons rather than keeping together in a racial group.

Although some groups have kept themselves separate and others have been discriminated against, all groups have helped make the United States a great country. There is no group that has not helped in some way. And there is no group that can say they have done the most to make it a great country.

Many people still come from other countries to help the United States grow. It is certain that in the future the United States will still need the help of people from all racial groups to remain a great country.

11. Which of the following statements can best describe the

main idea of this passage?

- A) The United States is a country made up of many different races.
- B) Discrimination is the most serious problem in the United States.
- C) All races in the United States have helped make the country a great one.
- D) The prosperity of the United States is mainly due to the hard work of the most discriminated races.

12. In the first paragraph, the word "told" means _____.

- A) separated B) revealed
- C) distinguished D) made known

13. This passage implies that discrimination is a problem which _____.

- A) many races in the United States have experienced
- B) is still very serious in the United States
- C) has already been solved in the United States
- D) is strongly opposed by many different races in the United States

14. The main reason why the Indians are most discriminated against is that _____.

- A) they have tried hard to keep their religions
- B) they have tried hard to live together to keep their Indian customs
- C) they are the only ones who have tried to keep their i-

identity

D) they discriminate many other races

15. The Dutch live separately in Pennsylvania _____.

A) to escape discrimination

B) to keep together in a racial group

C) to enjoy themselves in their own towns

D) for religious reasons

Passage D

The school is a complex social structure, existing in its own right yet surrounded by other groups which to some extent control and influence it. Individuals in a school are subject to a variety of pressures both within the school and outside it. What are these influences, and where do they originate?

There are four major elements which produce and receive influences: the teacher, the child, the school itself and the outer community. These four elements will influence and be influenced by each other at many levels in a variety of ways. The teacher, for example, brings into the school all his own habits of mind, attitudes, beliefs, values, ways of doing things and seeing the world which he was inherited from the society in which he was brought up. These factors will influence the children, the school and the community outside. The child brings into the school everything which

he has learned in his family—habits, attitudes, beliefs etc.—and the teacher and the school will respond to these. The school itself is a social organization with special requirements of behaviour, influenced by the generally accepted values and traditions of education, built up over the years. Both the child and the teacher must adapt themselves to these. The school influences the wider community around it, both by producing the manpower with the skills needed by society, and by shaping the beliefs and attitudes of the young entering society. As for the community, it influences the actual organization of the school through such groups as governors, parent — teacher associations, administrators etc., and in a less formal way, it is represented by those working in the school, the children, the teachers and the servicing staff.

With all these factors in mind, it is obvious that schools may differ greatly according to the nature of the community which they serve. Every area has its own geographical, economic and historical character which may be reflected in the school. For example, a school serving a community which is dominated by one major industry may need to organize itself according to the expectations of job opportunities which will be available to the children as they leave to find work. A school in a remote rural area may be slanted in a different direction. Similarly, the presence in the neighbourhood of one particular social class, race or religion may be reflected in