

COLLEGE ENGLISH
READING

精编英语阅读

《精编英语阅读》编写组

中



兰州大学出版社

精编英语阅读

《精编英语阅读》编写组

中

江苏工业学院图书馆
藏书章

兰州大学出版社

图书在版编目 (C I P) 数据

精编英语阅读/马彩琴,田文燕,刘玮主编. —兰州:
兰州大学出版社, 2005. 9

ISBN 7-311-02651-2

I. 精... II. ①马... ②田... ③刘... III. 英语—
阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 C I P 数据核字 (2005) 第 107483 号

精编英语阅读

马彩琴 田文燕 刘 玮 主编

兰州大学出版社出版发行

兰州市天水南路 222 号 电话:8912613 邮编:730000

E-mail: press@onbook.com.cn

<http://www.onbook.com.cn>

甘肃天河印刷有限责任公司印刷

开本:787×1092 毫米 1/16 总印张:45

2005 年 9 月第 1 版 2005 年 9 月第 1 次印刷

总字数:1002 千字 印数:1-500 册

ISBN 7-311-02651-2/H·67 (上、中、下)定价:64.00 元

主编：马彩琴 田文燕 刘 玮

参编：张天虹 郭 磊 常 钢（主、参编均以姓氏笔划为序）



COLLEGE ENGLISH READING

前 言

《精编英语阅读》是根据《大学英语课程教学要求》(试行)编写的一套阅读教材,可作为高等专科学校英语专业的泛读教材,也可用作较低起点的全日制本科一、二年级大学英语教材,同时也可供具有同等英语水平,期望进一步提高英语阅读能力的学习者使用。本套教材从编写设想、资料收集到汇编成稿,历时两年。在选材方面,力求做到语言规范,题材多样,内容新颖,且兼顾知识性、趣味性和科学性,以利于激发读者学习英语的积极性和兴趣。在编排上由浅入深、循序渐进,以便读者在学习中逐步增加词汇量,扩大知识面,养成良好的阅读习惯,增强阅读兴趣,为不断提高英语阅读水平,打下良好的基础。本套教材分为上、中、下三册,分别由刘玮、马彩琴、田文燕主编并统稿;张天虹、郭磊、常钢为参编,其具体编写分工如下:

上册:张天虹 第1-8单元,刘 玮 第9-24单元;

中册:郭 磊 第1-8单元,马彩琴 第9-24单元;

下册:常 钢 第1-8单元,田文燕 第9-24单元。

作为校级教改项目,本套教材的编写得到了兰州工专校长何开源、副校长郭维俊,教务处长王华栋、副处长朱玉红、刘新辉等领导的关心和支持,我们全体主、参编人员对各位领导的帮助指导表示衷心感谢!同时,感谢甘肃天河彩印有限责任公司吴冬梅经理对本教材的精心策划和鼎力协助。

本套教材在编写过程中,参阅了大量国内外资料,限于篇幅,恕不一一注明,谨对原作者表示感谢。

由于时间仓促,加之水平有限,书中错误疏漏在所难免,恳请读者及同行不吝赐教。

编 者

2005年6月

CONTENT

UNIT 1

A Christmas in the Antarctic	(1)
------------------------------------	-----

UNIT 2

Space – Age Medicine	(10)
----------------------------	------

UNIT 3

A Crash	(19)
---------------	------

UNIT 4

Things Are Seldom What They Seem	(28)
--	------

UNIT 5

The Best Advice I Ever Had	(37)
----------------------------------	------

UNIT 6

The Ailing “Grande Dame” of France	(46)
--	------

UNIT 7

Orangutans – “People of the Forest”	(55)
---	------

UNIT 8

Dreams	(64)
--------------	------

UNIT 9

Antarctica’s Rich Resources	(72)
-----------------------------------	------

UNIT 10

The Doctor Who Vanishes Pain	(81)
------------------------------------	------

UNIT 11

A Bad Time To Be a Crocodile	(91)
------------------------------------	------

UNIT 12

Spaceship Earth	(99)
-----------------------	------

UNIT 13

The Eve of Adventure	(108)
----------------------------	-------

UNIT 14

– And Sudden Death	(116)
--------------------------	-------

UNIT 15

The Pit And the Pendulum	(124)
--------------------------------	-------

CONTENT

UNIT 16

A Living Art Show (133)

UNIT 17

Bhutan (143)

UNIT 18

The Dreamers and The Doers (152)

UNIT 19

The Weather (162)

UNIT 20

Homage to Windmills (170)

UNIT 21

Japan's Tycoons Abroad (180)

UNIT 22

To Preserve or To Destroy (189)

UNIT 23

Fours in a Shed (199)

UNIT 24

Seeing Ourselves (210)

UNIT 1

Passage A

Christmas in the Antarctic

by Rowland W. Purton

¹ On the first night they caught up with the advance party. Bad traveling conditions had seriously hampered their progress. For the next two weeks the parties traveled in relays, one overtaking the other, until the time came for the support party to return to base.



² Added to Scott's misery of driving the dogs was the realization that the animals were not

as strong as they ought to have been, probably as a result of bad food. This meant that the men had to lend a hand to assist the dogs, and now a team of three men seemed too small.

³ When they were eighty kilometers from the land at the inner edge of the Great Ice Barrier, they ran into snow so soft that men, dogs, and sledges became stuck fast.

⁴ These delays irritated Scott and made him impatient and sometimes bad-tempered, but he learned that he must control his feelings and his words.

⁵ There were other problems too. For all their practicing, no one was able to manage his skis well. Their faces became blistered by the glare from the snow and they suffered from snow – blindness in spite of wearing wooden eye-masks. These were carved from wood to fit over the eyes and had slits in the shape of a cross which let in a minimum amount of light.

⁶ Food and oil became short, especially after one dog broke loose and ate a week's supply of seal meat. Now the three hungry men thought, spoke, and wrote about food. They dreamed of delicious dishes and had nightmares when they disappeared. Hunger made them suspicious of one another until Shackleton^① hit upon a bright idea that ensured fair shares.

⁷ After the food had been divided into three, one closed his eyes, while another pointed in turn to each portion and said, "Whose is that?" In this way, if there were any difference in the size of the meals, the one with his eyes closed would not know who would get it. This game of "shut – eye" was played before each meal.

⁸ Many of the dogs had to be killed because they became too weak to travel. Scott had to leave this unpleasant task to others. The men were weakened by hunger and exposure. Scott and Shackleton developed scurvy. Yet, despite all this, they were determined to battle on.

⁹ Christmas Day, 1902, proved to be the warmest since they started and they were able to travel more than thirteen kilometres, after breakfasting on biscuit and seal liver fried in bacon and pemmican fat, with strawberry jam to follow. The highlight came in the evening, when Shackleton pulled a Christmas pudding out of the toe of a spare sock, and a piece of artificial holly out of his bag. They heated the pudding in the cocoa which they had just boiled, and served it, steaming hot, from the cooker lid. For once they divided the food without playing "shut – eye".

(From *Captain Scott*, by Rowland W. Purton)

Notes:

1. Shackleton: Shackleton Ernest Henry (1874 – 1922) was British explorer who led a number of expeditions to the Antarctic and wrote *Heart of the Antarctic* (1909).

Exercises**A Meaning in context**

1. Pick out words from the passage which mean the following.

- (a) hindered (para 1)
- (b) operational headquarters (para 1)
- (c) wretchedness (para 2)
- (d) annoyed (para 4)
- (e) strong fierce light (para 5)
- (f) narrow openings (para 5)
- (g) distrustful (para 6)
- (h) made certain (para 6)
- (i) being out too long or unprotected in the cold (para 8)
- (j) a disease caused by lack of vitamin C (para 8)
- (k) cake of dried and pounded meat mixed with melted fat (para 9)
- (l) outstanding feature (para 9)

2. Explain each expression as it is used in the passage.

- | | |
|--------------------------------|---------------------------|
| (a) caught up with (para 1) | (f) became short (para 6) |
| (b) the advance party (para 1) | (g) broke loose (para 6) |
| (c) lend a hand (para 2) | (h) hit upon (para 6) |
| (d) ran into (para 3) | (i) battle on (para 8) |
| (e) let in (para 5) | (j) proved to be (para 9) |

B In each case, choose the best answer.

1. What was the main cause of Scott's discontent on the expedition?

- A It was the poor traveling conditions.
- B It was the slowness of their progress.
- C It was the realization that their dogs were weak.
- D It was the fact that they were ill equipped for the expedition.

2. The team of three men "seemed too small" when

- A the support party returned to base and the men became lonely.
- B they realized they had too many weak dogs to handle by themselves.
- C they had to help the dogs to pull the sledges.
- D they got stuck in the snow and needed help to be free.

3. What was the purpose of the game of "Shut-eye"?

- A It was to provide them with some amusement before each meal.

- B It was to distract them from seeing how little food they had.
C It was to ensure that the food would be divided equally among them.
D It was to prevent any dissatisfaction in the sharing of the food.
4. Why was the game of "shut-eye" not played on Christmas Day?
A They did not need such amusement that day.
B They had more food to share than usual that day.
C It had been a successful day for them and they felt they deserved to eat as much as they could.
D They wanted to preserve the spirit of the day.
5. Which of these statements about Scott and his companions is false?
A They trusted one another implicitly on the expedition.
B They did not let their problems discourage them from continuing with the expedition.
C They were men of great courage and perseverance but they had common human failings as well.
D They could be petty at times and generous and forgiving at others.

C Answer these questions in your own words.

1. What was the main reason for the slow progress of Scott and his party? What other reasons are given in the passage?
2. Why did the men have to help the dogs? How do you think this affected their progress?
3. Scott "learned that he must control his feelings and his words". Why did he have to?
4. What effects had the shortage of food on Scott and his companions? How did they solve the problem of sharing the food fairly?
5. Why do you think Scott left the unpleasant task of killing some of the dogs to his companions?

Passage B

Goal of American Education

Education is an enormous and expensive part of American life. Its size is matched by its variety.

Differences in American schools compared with those found in the majority of other coun-

tries lie in the fact that education here has long been intended for everyone—not just for a privileged elite. Schools are expected to meet the needs of every child, regardless of ability, and also the needs of society itself. This means that public schools offer more than academic subjects. It surprises many people when they come here to find high schools offering such courses as typing, sewing, radio repair, computer programming or driver training, along with traditional academic subjects such as mathematics, history, and languages. Students choose their curricula depending on their interests, future goals, and level of ability. The underlying goal of American education is to develop every child to the utmost of his or her own possibilities, and to give each one a sense of civic and community consciousness.

Schools have traditionally played an important role in creating national unity and “Americanizing” the millions of immigrants who have poured into this country from many different backgrounds and origins. Schools still play a large role in the community, especially in the small towns.

The approach to teaching may seem unfamiliar to many, not only because it is informal, but also because there is not much emphasis on learning facts. Instead, Americans try to teach their children to think for themselves and to develop their own intellectual and creative abilities. Students spend much time, learning how to use resource materials, libraries, statistics and computers. Americans believe that if children are taught to reason well and to research well, they will be able to find whatever facts they need throughout the rest of their lives. Knowing how to solve problems is considered more important than the accumulation of facts.

This is America’s answer to the searching question that thoughtful parents all over the world are asking themselves in the fast-moving time: “How can one prepare today’s child for a tomorrow that one can neither predict nor understand?”

Exercises

According to the passage B, choose the best answer to each of the following question.

1. Which of the following best states the goal of American education?
 - A To teach every learner some practical skills.
 - B To provide every learner with rich knowledge.
 - C To give every student the opportunity to fully develop his/her ability.
 - D To train every student to be a responsible citizen.
2. It is implied in the passage that _____.
 - A all high-school students take the same courses
 - B every high-school student must take some practical ability training courses
 - C every public school offers the same academic subjects

- D the subjects every student takes may vary
3. American schools place great emphasis on the learner's _____.
A enrichment of knowledge
B accumulation of facts
C acquisition of the ability to be creative
D acquisition of the ability to work with his hands
4. According to the passage, American education meets the needs of all the following EXCEPT _____.
A the brightest students
B the slow students
C the students from foreign countries
D the immigrants
5. Which of the following best states the feature of American education that makes it different from education in other countries?
A The large number of its schools.
B The variety of the courses offered in its school.
C Its special consideration given to immigrants.
D Its underlying goal to develop every child's abilities to the fullest extent.

Passage C

Arctic Adventure

by Tony Simon

Robert E. Peary had found his life's work. He wanted to be an arctic explorer. Someday, he dreamed, he might be the first man to cross Greenland.

But in 1888 this dream was shattered. The great arctic explorer Fridtjof Nansen had crossed southern Greenland. He had covered a three-hundred-mile route much like the one Peary had hoped to take. For days Peary was angry. Then he stopped feeling sorry for himself. There was still much to do in Greenland, he thought. And he would do it.

Nansen's journey told nothing of northern Greenland. Suppose it went far to the north? Was it possible to reach the Pole that way? That would be a great scientific feat, and a great event in history.

For nearly three years, Peary tried to set up an expedition. He spoke to scientists, wrote letters to important people, and outlined his plans. Gradually people began to notice his efforts. Top United States scientists got behind him. They agreed to provide money for an expedition to Greenland.

Peary immediately set to work rounding up a team of men. On June 6, 1891, they sailed for Greenland on the *Kite*.

A month later the ship was moving deep into the arctic off Greenland's west coast. Peary was on deck standing next to the wheel. Suddenly a huge cake of ice crashed into the rudder. The wheel swung loose and hit Peary. It snapped two bones above his right ankle.

The leg was set, but Peary was told that he wouldn't be able to walk for months.

"We are not going back," he insisted. "People are depending on me. I can't let them down. It will take more than a broken leg to stop me now."

Two weeks later the *Kite* sailed into Whale Sound, far up Greenland's western coast. The men started building a winter camp. They put up a wooden house at the foot of the cliffs. To keep busy, Peary directed their work from a chair. For five weeks he could not take a step. But by mid-August he got around with crutches. Every day his leg felt a little stronger. He was able to join the men on hunting trips.

In October the days grew shorter. Cold weather set in, and strong winds whipped down from the north. Ice began to form on the sea, and the first snow fell. By November the sun had all but disappeared from the sky. In January the temperature dropped to twenty below. A heavy snowfall half buried the wooden house. Inside, Peary and the men prepared for the trip.

They learned as much as they could from the Eskimos who visited the camp. They built sledges and trained dog teams. Peary designed winter clothes and sleeping bags much like those used by the Eskimos. His men cut, stretched, and dried animal skins. Peary then called in Eskimo women to sew the skins. They made bearskin pants, deerskin mittens, and fur coats with fur hoods. They also spent much time preparing a special food called pemmican. It was a kind of arctic hamburger—chopped walrus, whale fat, spices, and sugar.

Peary's plan was to start moving north as soon as daylight returned in February. The worst part of the winter would be over then. Yet it would still be cold enough to keep the ice firm under the sledges.

From February to May the men moved supplies by dog team from the base camp to an igloo base. Then, on May 4, 1892, they set out on the great journey.

During the next few days, the temperature dropped sharply. One man's heel became frozen, and Peary had to send him back to camp. The rest of the expedition pushed north. Each day the going grew worse. Icy winds tore across the land. Three of the dogs died. Food supplies began to run low. At last Peary had to send two more men back to camp. He and

Eivind Astrup went on alone. They began the great "white march" toward unknown northern Greenland,

For weeks they pushed across the ice. Each day was like the one before—icy winds, flashing glare, long marches. At last they saw low coastal mountains in the distance. They were nearing Greenland's northern coast.

On July 4 they climbed to the edge of a cliff. Spread out below was a bay opening into the Arctic Ocean. Huge icebergs stuck out from its frozen waters. From this high view, Peary could see that Greenland was not a continent, as people thought. It was an island! On the northern shore of that island, Peary planted the American flag.

Peary returned to the United States in the fall of 1892. Newspaper stories of his white march across Greenland thrilled millions of Americans. Scientists of many lands praised him. His maps showed that he had crossed Greenland one thousand miles north of Nansen's route. On a later expedition he succeeded in reaching the North Pole. For his determination and courage, many honors were given him. One was especially fitting. The northernmost land region of the world, in northern Greenland, was named for him: Peary Land.

Exercises

1. Crossing southern Greenland was not a challenge to Peary because _____.
A the climate is milder there than in the north
B the southern tip is narrower
C someone else had already crossed it
2. Peary's financial backing came from _____.
A an international society
B American scientists
C the United States government
3. Peary's broken leg was caused by a _____.
A fall on the ice B turning ship's wheel C broken rudder
4. Winter comes to Greenland in _____.
A mid-August B December C October
5. Peary decided to start moving north in February because then the _____.
A daylight would have returned
B ice would be firm enough to travel on
C both A and B
6. Peary and his men camped on Greenland's coast for nearly _____.
A five months B one year C two years

7. The "white march" refers to _____.
A Peary's expedition to Greenland
B the long winter in the cabin
C Peary and Astrup's trip
8. On the trip described in this story, Peary _____.
A reached the North Pole
B crossed the Arctic Ocean
C discovered that Greenland was an island

UNIT 2

Passage A

Space-Age Medicine

by Irmengarde Eberle

¹ The whole field of medicine has been benefited by the studies aerospace doctors have made of animals and men in flight, and after flight.



² From studying cell fluid exchange and replacement they learned more about how body cells reproduce. And this led to better knowledge of cancer—a disease in which normal cells suddenly multiply at a faster than usual rate, producing new cells without the full functions of the normal ones.

³ Doctors already know that when animals or people receive too much radiation, abnormal