

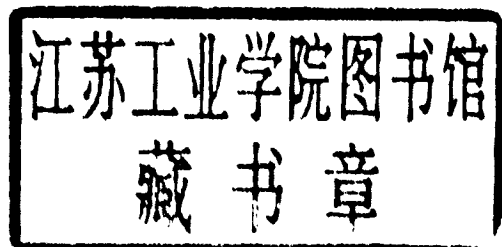
新编大学英语阅读教程

李 玉 华 主 编
董 祖 龙 主 审

航空工业出版社

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主编 李玉华 主审 董祖龙



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内 容 提 要

《新编大学英语阅读教程》是根据国家教委颁发的《大学英语教学大纲》(文理科通用)为依据,结合当前大学英语的教学与测试的实际编写而成。

全书共分 40 个单元,每个单元有四篇短文,分别配有多项选择、问题简答和英译汉练习。内容由浅入深、难易适度、体例多样、题材广泛、语言规范、知识性与趣味性并重,通用性强,不仅适合大学英语基础阶段教学的需要,也可作为四、六级新题型备考用阅读材料,同时也适合于广大英语爱好者自学使用。

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前 言

《新编大学英语阅读教程》以《大学英语教学大纲》(文理科通用)为依据,结合当前大学英语的实际编写而成,可以作为与《大学英语精读》、《大学英语快速阅读》相配套的阅读教材。旨在培养学生具有“较强的阅读能力”。

本教程体材多样、题例广泛、难易适度、语言规范、知识性与趣味性并重。适合大学英语基础阶段教学的需要,具有文、理、工科的通用性。

本教程由 40 个单元组成,依次分为四级,每级 10 个单元。每个单元 4 篇短文,设有选择题和简答题。注意逐步培养学生在阅读过程中的分析、归纳、综合和推理的能力以及语言的表达能力。每个单元用划线的方式标出 5 个句子,做为“英译汉”练习,主要培养学生对英语书面材料的确切理解能力。

使用本教程时,完成每个单元需 70 分钟左右。学生阅读短文和做选择题与简答题 35 分钟;“英译汉”15 分钟;教师讲解 20 分钟。

本教程考虑到国家四级统考试题中“阅读理解”题型的改变,可作为备考用阅读材料,同时也适合于广大英语爱好者自学使用。

在编写本教程中,共收到稿件 230 余份,采用 160 篇。具体采用情况如下:

王明英(20 篇) 孙文荣(20 篇) 邢爱云(23 篇) 刘淑英(25 篇)

张加民(20 篇) 李玉华(20 篇) 褚振莉(10 篇) 董祖龙(22 篇)

由于时间仓促,水平有限,疏漏之处在所难免,敬请读者批评指正。

编 者

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编审人员名单

主 编 李玉华

主 审 董祖龙

副主编 刘淑英 张加民

编 委 (以姓氏笔画为序)

王明英 孙文荣 邢爱云 刘淑英

张加民 李玉华 褚振莉 董祖龙

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Unit One

Passage 1

The tanker lay in the bay for four days, a few hundred metres from the shore. In this tideless water she lay as still and secure as if fastened to a wall. In a way, she was, for the sandy bottom held her in its grip. Twice the harbour master's boat went out to her; the second time it brought off a number of the crew. (1) It never occurred to the watchers on shore that the ship was in danger, she looked so calm and seaworthy. From time to time there was activity on board; when a land wind rose in the evenings, the tanker's engines came to life. Then the vessel shook herself and strained fiercely, but none of it did her any good. She just stayed where she was in the bay.

The July sun blazed down on her flat decks. Occasionally a seaman, stripped to the waist, came out on to the deck with the movements of someone performing a complicated dance, stepping lightly, never resting on that burning metal. Once or twice he kept close to the ship's rail, with an arm raised against the sunlight, staring at the people on the beach. Throughout the day the air rose in visible waves from the tanker's decks. When a sea wind blew, it brought with it the heavy smell of oil. At night the ship lay in total darkness.

On the fifth morning a thick bank of sea mist filled the bay. It seemed that the tanker had got away in the night and gone into harbour. But this was an illusion. Slowly, as the fog cleared a little, she came into view again but farther out. Soon two figures could be seen at work on her decks. There was the sound of hammering, of metal on metal, and then of something heavy falling on to the deck. At once the watchers on shore were half blinded by a flash of yellow light that enveloped the ship from end to end. The explosion that followed the flash was like a single crack from a giant whip. In a moment the ship, except for a dark line at water level, was lost to sight behind the flames.

1. The people who were watching from the beach _____.
 - A) realised the trouble but could do nothing about it
 - B) offered to help without knowing what to do
 - C) did not know there was anything wrong with the ship
 - D) did not want to put themselves in any danger
2. Why did the seaman keep moving about?
 - A) The deck was uncomfortable to stand on.
 - B) That was the best way to keep his balance.
 - C) He was practising some kind of dance.
 - D) He had to pretend he was working.

3. The air that rose from the ship was "visible" because _____ .
 A) it might easily have caught fire
 B) it could be seen
 C) it had a nasty smell
 D) it was mixed with spray from the waves
4. What prevented the tanker from sailing into harbour?
 _____ .
5. How did the mist affect the situation?
 _____ .

Passage 1

Robert Owen was born in Wales in 1771. At the age of ten he went to work. His employer had a large private library, so Owen was able to educate himself. He read a lot in his spare time and at nineteen he was given the job of superintendent at a Manchester cotton mill. He was so successful there that he persuaded his employer to buy the New Lanark mills in Scotland.

When he arrived at New Lanark, (2) it was a dirty little town with a population of 2,000 people. Nobody paid any attention to the workers' houses or their children's education. The conditions in the factories were very bad. There was a lot of crime and the men spent most of their wages on alcoholic drinks.

Owen improved the houses. He encouraged people to be clean and save money. He opened a shop and sold the workers cheap, well-made goods to help them. He limited the sale of alcoholic drinks. Above all, he was concerned with the children's education. In 1816 he opened the first free primary school in Britain.

People came from all over the country to visit Owen's factory. They saw that the workers were healthier and more efficient than in other towns. Their children were better fed and better educated. Owen tried the same experiment in the United States. He bought some land there in 1825, but the community was too far away. He could not keep it under control and lost most of his money.

Owen never stopped fighting for his ideas. (3) Above all, he believed that people are not born good or bad. He was a practical man and his ideas were practical. "If you give people good working conditions," he thought, "they will work well and, the most important thing of all, if you give them the chance to learn, they will be better people."

6. Robert Owen's first responsible job was in _____ .
 A) Wales
 B) Manchester
 C) Scotland
 D) the United States
7. For Owen, his greatest achievement in New Lanark was _____ .
 A) improving workers' houses
 B) helping people to save money

- C) preventing men from getting drunk
 D) providing the children with a good education
8. From the passage we may infer that Owen was born _____.
 A) into a rich family C) into a poor family
 B) into a middle class family D) into a noble family
9. We may infer from the passage that no children in Britain could enjoy free education until _____.
 A) 1771 B) 1816 C) 1825 D) 1860
10. Why did Owen's experiment in the United States fail?
 _____.

Passage III

(4) Our generation has made such immense discoveries and achieved such undreamed enrichments of the outside of life, that it has lost touch with the inside of life. It has forgotten the true riches and beauties of its spiritual inheritance (继承); riches and beauties go far beyond our modern chatter about values and ideals. The mind's search for more breadth has obscured the heart's craving for more depth. Once again man has become the dupe (受愚弄者) of his own cleverness. And because it is difficult to attend to more than a few things at a time, we leave out a great range of experiences which comes in by another route and tells us of another kind of life. Our interest rushes out to the farthest limits of the universe, but we seldom take a sounding of the ocean beneath our restless keels (船). We get, therefore, a queer feeling that we are leaving something out. Knowledge has grown; but wisdom, savoring (欣赏) the deep wonder and mystery of life, lingers (徘徊) far behind. Thus the life of the human spirit, which ought to maintain a balance between the world visible and the world invisible, is thrown out of gear.

11. The title that best expresses the ideas of this passage is _____.
 A) Man's Need for Wisdom. C) The Heart and Mind of Man
 B) The Invisible World. D) The Growth of Knowledge
12. The author of this passage implies his concern over man's _____.
 A) inhumanity to other men
 B) emphasis on the materialistic in life
 C) explorations in the farthest limits of the universe
 D) lack of knowledge of the visible world
13. The author of this passage implies that _____.
 A) the soul of men is restless
 B) people spend too much time in idle talk
 C) man is too concerned with things of the spirit
 D) man should search for more breadth in his life
14. The author suggests that man needs to _____.

- A) spend more time in travel
- B) learn to do more than one thing at a time
- C) give more attention to the spirit
- D) become more social

15. According to the passage, wisdom means

Passage IV

A long, imaginary prose story about people is usually called a novel.

It can be about any kind of man, woman, or child. It can be about kings, or Chicago newsboys, or convicts, or housewives. The Frenchman, Victor Hugo, wrote his novel *Les Miserables* about a poor man who stole a loaf of bread to keep from starving. The American, Ernest Hemingway, wrote *A Farewell to Arms* about a young American with the Italian Army in World War I.

A novel can tell the story of any kind of action, over any period of time. The modern Irish writer, James Joyce, covers less than twenty-four hours in *Ulysses*. (5) Yet Joyce takes a thousand pages to tell all that happens from the time one man gets up in morning until he goes to bed early the next morning. A German writer, Herman Hesse, uses only one hundred and fifty pages in his novel *Demian* to cover a boy's life from the age of ten until he becomes a young man.

A novel does not merely tell the things that people do. It also tells why they do them. The *Red Badge of Courage*, by the American, Stephen Crane, tell about a young soldier in the War between the States who runs away the first time he is in battle. The book shows why he acted as he did. It describes his mental suffering until he overcomes his fears.

Character, action, motive — this, then is the stuff of which novels are made. And herein lies the reason for the novel's continuing popularity, despite changes in style and technique. People buy novels because they enjoy reading about other people. Alone among the literary forms, the novel satisfies the human craving to know and understand our fellow creatures.

16. The best title for this passage is _____.

- | | |
|----------------------------|-----------------------------|
| A) A Young Soldier | C) The History of the Novel |
| B) The Nature of the Novel | D) Five Novels |

17. According to the passage, a novel should _____.

- A) satisfy our desire to understand what motivates other people
- B) experiment with new techniques
- C) be between one hundred and fifty and a thousand pages in length
- D) describe actions which are familiar to the reader

18. The amount of time a novel must cover is _____.

- | | |
|----------------------|----------------|
| A) twenty-four hours | B) three years |
|----------------------|----------------|

19. A novel about a boy's life is _____ .
- A) *Les Miserables* C) *Ulysses*
B) *A Farewell to Arms* D) *Demian*
20. What must a novel be about according to the passage?

Unit Two

Passage I

Washington, D. C. was the first city in history to be created solely for the purpose of political rule and administration. (1) Following the Revolution, members of Congress had hotly argued about the question of a permanent home for themselves and for the central government. In 1790, largely in order to put an end to congressional quarreling, George Washington was charged with selecting a site for the newly designated federal district. Not much to anyone's surprise but to the disappointment of many, he chose a tract (一片) of land on the banks of the Potomac River, a few miles from Mount Vernon, where he used to be a landowner.

The District of Columbia was taken in part from Virginia and in part from Maryland. At the time it was laid out, its hundred square miles consisted of gently rolling hills, some under cultivation and the rest heavily wooded, with a number of streams and much swampy (沼澤的) land along the Potomac. There is now a section of Washington that is commonly referred to as Foggy Bottom; that section bore the same nickname a hundred and eighty years ago. Two port cities, Alexandria and Georgetown, flourished within sight of the new capital and gave it access by ship to the most important cities of the young nation — Charleston, Baltimore, Philadelphia, New York, Newport, Salem, and Portsmouth — and also to the far-off ports of England and the Continent.

1. What is the main topic of the passage?
 - A) The role of George Washington in the American Revolution.
 - B) The first years of the United States Congress.
 - C) The founding of Washington, D. C.
 - D) The governing of the federal district.
2. In 1790 a large part of the federal district was _____.
 - A) seashore
 - B) wilderness
 - C) village squares
 - D) a flourishing port
3. The author implies that Georgetown was important in the eighteenth century because it _____.
 - A) linked the federal district with the ocean

- B) was a model for building the new federal district
 - C) defended the east coast against invaders
 - D) was the home of the central government
4. Which of the following conclusions about the federal district is supported by the passage?
- A) Mount Vernon was not chosen because it was too close to the river.
 - B) Congress was unable to agree on a location.
 - C) George Washington's choice of a site pleased almost everyone.
 - D) Congress did not believe that a home for the federal government was necessary.
5. Why was George Washington's choice for the site of the capital not very surprising?
-

Passage II

South Africa is troubled land. It is rich in gold, uranium, and diamonds. It has modern cities like Cape Town, Johannesburg, and Durban. But it also has a severe race problem.

How did this come about? South Africa has about 16 million people. Nearly 11 million are Negroes. About three million are white. Most of these are of Dutch descent; the rest are of English descent. About two million people are Asians or are of mixed blood.

But the people of Dutch descent, called Afrikaners control the government. The blacks cannot vote. The Afrikaners keep the races separated. This policy is called apartheid — apartness. Most of the world's nations are against apartheid.

(2) Apartheid means that the blacks must live on "reserves" that make up only a small part of the land. They are very poor. Some go to the cities to find a better life. But often they must work in the mines for little money. They are also forced to live apart from the whites. To enter a white area, they must have a pass book. If they do not have a pass book, they can be arrested. Because of this rough treatment, most of South Africa's blacks (and other non-whites) are against white rule. They want to rule themselves.

Also, some white people in South Africa do not like the way the blacks are treated. One of them is the country's greatest writer, Alan Paton. Paton used to be a school teacher. Later he became principal of a reform school. While on a trip to Europe in 1946, he got the idea for his book *Cry, the Beloved Country*. It is a strong call for justice for the black people of South Africa. It is considered one of the great books of recent times.

6. From the information in this article, you could say that _____.
- A) South Africa's blacks are treated fairly
 - B) less than half of South Africa's population is white
 - C) apartheid is favored throughout the world
 - D) Alan Paton is for apartheid
7. Most of the whites are descendants of immigrants from _____.

- A) England
B) the Netherlands
C) Asia
D) North Africa
8. A word opposite in meaning to "rough" is _____.
A) cruel
B) honest
C) mild
D) severe
9. What is the purpose of the author's writing this article?
_____.
10. Why is South Africa a troubled land?

Passage III

(3) Psychology is the study of the mind and mental activities. For example, psychologists are interested in why some things make you sad, but others make you happy. They want to know why some people are shy, but others are quite talkative. They want to know why people do the things that they do. They also test intelligence.

Psychologists deal with the minds and behavior of people. Your mind consists of all your feelings, thoughts, and ideas. It is the result of one part of the brain called the cerebrum (大腦). Your behavior is the way you act or conduct yourself. Examples of behavior include shouting, crying, laughing, and sleeping.

Several people have been instrumental (起作用) in the field of psychology. Wilhelm Wundt set up the first psychological laboratory in Leipzig (莱比锡), Germany, in 1879. Ivan Pavlov, a Russian, is noted for his experiments with dogs in which he studied their reflexes (反射) and reactions. Around 1900, Sigmund Freud stated his theory that people try to repress (push out of the mind, hide) any memories or thoughts that they believed were not good.

Psychologists should not be confused with psychiatrists. Psychiatrists deal only with mental illness. They are medical doctors who treat people.

11. A good title for this reading selection is _____.
A) Studying the Mind
B) Memories and People
C) Famous Psychologists
D) The Study of Mental Illness
12. We may conclude that psychologists _____.
A) study physical diseases as well
B) deal with animals more often than with people
C) are not medical doctors
D) are medical doctors
13. Sigmund Freud stated that _____.
A) Pavlov's experiments with dogs were successful
B) people make an effort to remove unhappy memories
C) psychiatrists should work closely with psychologists
D) studying the mind and studying mental illness are equally important

14. The cerebrum controls _____.
A) the field of psychology C) the whole brain
B) the field of psychiatry D) the mind
15. Give examples of behavior.
_____.

Passage IV

(4) Phil was a dark-skinned boy of Italian descent who had a humorous habit of slamming his huge fist on an object whenever he made a decision or answered a question. This was no slight tap that he gave the desk — he put every bit of his muscular two hundred pounds behind the punch. When answering a question in class, he always finished by slamming his hand to the desk top almost as though he were threatening the teacher to accept his answer as correct. Whenever he asked a question, the class always expected it to be followed by a punch, and everyone hit his own desk also to mimic Phil. One day, Phil forgot to hit his desk. However, thirty-five other mimicking hands did not forget to punch. The result was one huge boom and extra homework that night from the annoyed teacher.

The funniest part of Phil's punch was the stories it told. If Phil had definitely made up his mind, or if he knew he did well on a test, he would use a happy punch. His fist would start and finish about shoulder high. With one quick gesture, he would deliver a resolute smack to the desk top. (5) Whenever Phil gave the wrong answer, received a poor grade or had to turn down an invitation to play baseball after school, he would deliver a sad punch to the desk. His fist would be launched from about half-way between the shoulder and the elbow. It would finish firmly on the top of the desk, but it finished at the same time dully. The result was a tired thud which echoed sadly through the room. Everyone tried to imitate Phil's punch, but only Phil could put the proper feeling behind it.

16. The central idea of the passage is _____.
A) Phil was a boy of extraordinary intelligence
B) Phil was a very strange student
C) Phil had a habit of slamming his fist on an object to express his feeling
D) Phil's punch was full of stories
17. Phil is an _____ by his family origin.
A) Italy B) Italia C) Italic D) Italian
18. Which of the following statements is TRUE?
A) Only by the sound of his punching could Phil's classmates know if he was happy or sad.
B) When he was happy or resolute, Phil would punch the desk with a smack.
C) When he had made a decision, Phil would give a quick gesture.
D) Phil's fist was launched from halfway between the shoulder and the elbow, which

19. From the description of Phil, we can conclude that Phil was _____.

- B) share the same opinion in controlling aspirin use
 - C) strongly dispute over the limitation of aspirin use
 - D) don't believe in special labeling
4. To the aspirin manufacturers, the special labeling is _____ .
- A) quite reasonable and necessary
 - B) completely out of the question
 - C) too early to bring into effect
 - D) an ineffective way to restrict aspirin use
5. Who are required to use labels to warn of the link between aspirin and Reye's syndrome?
- _____ .

Passage II

In the traditional marriage, the man worked at a job to earn money for the family. Most men worked in an office, a factory, or some other place away from the home. Since the man earned the money, he paid the bills. The money was used for food, clothes, a house, and other family needs. The man made most of the decisions. He was the boss.

In the traditional marriage, the woman seldom worked away from the house. She stayed at home to care for the children and her husband. She cooked the meals, cleaned house, washed the clothes, and did other household work. Her job at home was very important.

In recent years, many couples continue to have a traditional relationship of this kind. The man has a job and earns the money for the family. The woman stays at home and cares for the children and the house. Many Americans are happy with this kind of marriage. But some other Americans have a different impression of marriage and family responsibilities.

There are two important differences in male and female roles now. One is that both men and women have many more choices. They may choose to marry or to stay single. They may choose to work or stay at home. Both men and women may choose roles that are comfortable for them.

(2) A second difference in male and female roles is that within marriage many decisions and responsibilities are shared. The husband and wife may choose to have children, or they may not. If they have children, the man may take care of them some of the time, all of the time, or not at all. The woman may want to stay at home and take care of the children. Or she may want to go to work. Men and women now decide these things together in a marriage. Many married people now share these decisions and the responsibilities of their families.

6. Which of the following is NOT true in the traditional marriage?

A) Men worked at a job to earn money for the family.