

大学英语自主学习教材

# 大学英语 基础阅读拓展

EXPANSIVE READING OF  
COLLEGE ENGLISH

第一学年

林学明 主编



上海交通大学出版社

EXPANSIVE

READING

大学英语阅读自主学习教材

# 大学英语基础阅读拓展

## Expansive Reading of College English

第一学年

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## 内 容 提 要

本书是针对本科院校学生的大学英语教学设计的课内扩展阅读教程。本书完全按照大学英语4级考试中阅读题型设计,阅读材料内容广泛,文字与句子结构与4级考纲相吻,书中对附有习题解答。为了帮助自学,部分习题有详解。

本书适合本科院校低年级学生学习公共大学英语时使用,也可作老师教学与命题的参考资料。

### 图书在版编目(CIP)数据

大学英语基础阅读拓展. 第一学年/林学明主编. —上海:  
上海交通大学出版社, 2007  
ISBN 978-7-313-04725-0

I. 大... II. 林... III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 029635 号

### 大学英语基础阅读拓展

(第一学年)

林学明 主编

上海交通大学出版社出版发行

(上海市番禺路 877 号 邮政编码 200030)

电话:64071208 出版人:韩建民

上海交大印务有限公司印刷 全国新华书店经销

开本:787mm×1092mm 1/16 印张:19.25 字数:685 千字

2007 年 5 月第 1 版 2007 年 5 月第 1 次印刷

印数:1~5050

ISBN 978-7-313-04725-0/H·643 定价:26.00 元

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## 前 言

《大学英语基础阅读拓展》是在校大学生自主学习系列教材,全书共分两册。主要读者对象是在校大学本科生的一二年级学生。

第一、二册书可分别供在校本科一二年级学生自主学习使用。每册《阅读拓展》精选各类体裁、题材的阅读材料 192 篇,由 48 个单元构成。每个单元由四篇各类不同的阅读材料,按照 2005 年颁布的大纲与 2006 年 12 月最新 710 分全国大学英语四级考试阅读理解部分的题型和模式编辑而成。例如:每个单元由四篇文章组成:一篇快速阅读、一篇选词填空阅读(或简短回答题、或短文改错)、两篇仔细阅读。

考虑到本书定位于学生自主学习教材,既要有利于学生自学,又便于教师花少量时间辅导,因此,阅读文章全部配有【短文导读】、【词语提示】、【长句分析】、【参考答案】。为了便于学生课后自学,每册书至少有 90 篇短文除了配有上述栏目之外,还配有【阅读理解实例详解】、【短文参考译文】、【试题解析】。

本教材有两册,各含 48 个单元,每 16 个单元为一个级别。

本教材短文选材新颖、语言规范地道、体裁题材多样,先易后难、由浅入深、循序渐进。全书阅读文章总量充足,完全符合教育部新近颁布的《大学英语课程教学要求(试行)》和最新 710 分大学英语四、六级考试改革的通知精神。

本教材主要特点:①题材新颖广泛:涉及了语言、传记、文化、艺术、地理、科普、航天、历史、社交、风俗、教育、体育等各个方面。②题型多样:涉猎了最新 710 分大学英语四、六级的各类题型。③语料选材新:主要选自最新国外报刊、期刊、杂志、教材、图书、最新的科普知识材料、文化背景等图书资料,有些内容涉及科学前沿,符合当前时代发展要求。④贴近学生实际:短文可读性强、趣味浓厚、难度适中,语言点、知识点、考点设计合理,既学语言,又掌握知识。⑤由浅入深、循序渐进:本教材覆盖大学英语基础阶段两个学年的全部范围。学生可根据各自的英语水平选择不同的起点进行自主学习。⑥践行教育部《教学要求》,突出阅读实践能力培养:通过学生英语阅读自主学习,实现从以教师为中心、单纯传授语言知识和技能的教学模式,向以学生为中心、既传授一般的语言知识与技能,更加注重培养语言运用能力和自主学习能力的教学模式的转变。

教学安排:主要结合大学英语精读课教材使用,按一篇精读配一到二个单元的拓展阅读的比例,供学生自主学习为主。每学年含 48 个单元(192 篇短文);每

个学期为 24 个单元(96 篇);建议本教材每两周阅读 2 个单元;课堂教学中每两周安排阅读辅导 0.5~1 学时。编者建议根据读者自身实际情况,循序渐进,注意自主完成学习训练时间,加强实际考试环境的训练,这样通过两册书的自主学习训练,能够轻松通过大学英语四级考试应该是没有问题的,而且通过六级考试也应该是有把握的。

**编 者**

2007 年 3 月

# CONTENTS

<b>Part One</b>	1
Section A 拓展阅读理解实例详解	1
UNIT 01	1
UNIT 02	5
UNIT 03	9
UNIT 04	13
UNIT 05	18
UNIT 06	22
UNIT 07	27
UNIT 08	32
详解、译文、参考答案	39
Section B 拓展阅读理解强化训练	60
UNIT 09	60
UNIT 10	64
UNIT 11	68
UNIT 12	72
UNIT 13	76
UNIT 14	80
UNIT 15	84
UNIT 16	88
参考答案	93
<b>Part Two</b>	98
Section A 拓展阅读理解实例详解	98
UNIT 17	98
UNIT 18	103
UNIT 19	107
UNIT 20	112
UNIT 21	116
UNIT 22	120
UNIT 23	124
UNIT 24	129
详解、译文、参考答案	135

Section B 拓展阅读理解强化训练 .....	156
UNIT 25 .....	156
UNIT 26 .....	160
UNIT 27 .....	164
UNIT 28 .....	169
UNIT 29 .....	173
UNIT 30 .....	178
UNIT 31 .....	182
UNIT 32 .....	186
参考答案.....	192
<b>Part Three</b> .....	197
Section A 拓展阅读理解实例详解 .....	197
UNIT 33 .....	197
UNIT 34 .....	202
UNIT 35 .....	206
UNIT 36 .....	211
UNIT 37 .....	216
UNIT 38 .....	221
UNIT 39 .....	226
UNIT 40 .....	231
详解、译文、参考答案.....	237
Section B 拓展阅读理解强化训练 .....	259
UNIT 41 .....	259
UNIT 42 .....	263
UNIT 43 .....	268
UNIT 44 .....	273
UNIT 45 .....	277
UNIT 46 .....	282
UNIT 47 .....	286
UNIT 48 .....	290
参考答案.....	296

# Part One

## Section A 拓展阅读理解实例详解

### Unit 01

#### Part I Reading Comprehension (Skimming and Scanning) (15 minutes)

##### Passage One

##### 【短文导读】

本文主要讲述了作者如何开始写作的故事。作者从儿时就有成为作家的梦想,但是直到高中三年级时,一次特殊的写作经历才激发了他创作的激情。

##### 【短文快读】

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions.

**For questions 1 ~ 7, mark**

**Y** (for YES) if the statement agrees with the information given in the passage;

**N** (for NO) if the statement contradicts the information given in the passage;

**NG** (for NOT GIVEN) if the information is not given in the passage.

**For questions 8 ~ 10, complete the sentences with the information given in the passage.**

1 The idea of becoming a writer had come to me off and on since my childhood in Belleville, but it wasn't until my third year in high school that the possibility took hold. Until then I'd been bored by everything associated with English courses. I found English grammar dull and difficult. I hated the assignments to turn out long, lifeless paragraphs that were agony for teachers to read and for me to write.

2 When our class was assigned to Mr. Fleagle for third-year English I anticipated another cheerless year in that most tedious of subjects. Mr. Fleagle had a reputation among students for dullness and inability to inspire. He was said to be very formal, rigid and hopelessly out of date. To me he looked to be sixty or seventy and excessively prim. He wore primly severe eyeglasses, his wavy hair was primly cut and primly combed. He wore prim suits with neckties set primly against the collar buttons of his white shirts. He had a primly pointed jaw, a primly straight nose, and a prim manner of speaking that was so correct, so gentlemanly, that he seemed a comic antique.

3 I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed. Late in the year we tackled the informal essay. Mr. Fleagle distributed a homework sheet offering us a choice of topics. None was quite so simple-minded as "What I Did on My Summer Vacation," but most seemed to be almost as dull. I took the list home and did nothing until the night before the essay was due. Lying on the sofa, I finally



faced up to the unwelcome task, took the list out of my notebook, and scanned it. The topic on which my eye stopped was "The Art of Eating Spaghetti."

4 This title produced an extraordinary sequence of mental images. Vivid memories came flooding back of a night in Belleville when all of us were seated around the supper table — Uncle Alien, my mother, Uncle Charlie, Doris, Uncle Hal — and Aunt Pat served spaghetti for supper. Spaghetti was still a little known foreign dish in those days. Neither Doris nor I had ever eaten spaghetti, and none of the adults had enough experience to be good at it. All the good humor of Uncle Alien's house rewoke in my mind as I recalled the laughing arguments we had that night about the socially respectable method for moving spaghetti from plate to mouth.

5 Suddenly I wanted to write about that, about the warmth and good feeling of it, but I wanted to put it down simply for my own joy, not for Mr. Fleagle. It was a moment I wanted to recapture and hold for myself. I wanted to relive the pleasure of that evening. To write it as I wanted, however, would violate all the rules of formal composition I'd learned in school, and Mr. Fleagle would surely give it a failing grade. Never mind. I would write something else for Mr. Fleagle after I had written this thing for myself.

6 When I finished it the night was half gone and there was no time left to compose a proper, respectable essay for Mr. Fleagle. There was no choice next morning but to turn in my tale of the Belleville supper. Two days passed before Mr. Fleagle returned the graded papers, and he returned everyone's but mine. I was preparing myself for a command to report to Mr. Fleagle immediately after school for discipline when I saw him lift my paper from his desk and knock for the class's attention.

7 "Now, boys," he said. "I want to read you an essay. This is titled, *The Art of Eating Spaghetti*."

8 And he started to read. My words! He was reading my words out loud to the entire class. What's more, the entire class was listening. Listening attentively. Then somebody laughed, then the entire class was laughing, and not in contempt and ridicule, but with open-hearted enjoyment. Even Mr. Fleagle stopped two or three times to hold back a small prim smile.

9 I did my best to avoid showing pleasure, but what I was feeling was pure delight at this demonstration that my words had the power to make people laugh. In the eleventh grade, at the eleventh hour as it were, I had discovered a calling. It was the happiest moment of my entire school career. When Mr. Fleagle finished he put the final seal on my happiness by saying, "Now that, boys, is an essay, don't you see. It's — don't you see — it's of the very essence of the essay, don't you see. Congratulations, Mr. Baker." (776 words)

01. The author had always had the dream of becoming a writer ever since his childhood in Belleville.

02. Mr. Fleagle had a good reputation among students because he was very formal and rigid.

03. When the author scanned the list of topics given by Mr. Fleagle, his eyes stopped at *The Art of Eating Spaghetti* because it reminded him of an interesting experience eating spaghetti with his family.

04. The author wanted to write about *The Art of Eating Spaghetti* because he believed that Mr. Fleagle would surely think highly of his essay.

05. When Mr. Fleagle returned everyone's paper except the author's, he was quite disappointed and afraid of being asked to report to Mr. Fleagle after school for discipline.

06. While Mr. Fleagle was reading the author's essay, the whole class was laughing with great pleasure.

07. The author felt pleased and delighted because Mr. Fleagle read his essay to the whole class and praised him.

08. To the author, Mr. Fleagle was \_\_\_\_\_, which made him seem like a comic antique.

09. The author began to write his essay when \_\_\_\_\_.

10. The author turned in his tale of the Belleville supper instead of composing a proper, respectable essay for Mr. Fleagle because there was \_\_\_\_\_.

## Part II Reading Comprehension (Reading in Depth) (25 minutes)

### Section A

#### Passage Two

### 【短文导读】

本文介绍了一位世界上伟大的运动员——美国人吉姆·索普。他曾经夺取过 1912 年瑞典奥运会的五项全能和十项全能的冠军,并创造了该项目的世界纪录。但后来被发现他曾参加过职业比赛,为此其所获的奥运金牌被全部收回。但是在 1950 年他仍被评为 20 世纪最伟大的运动员。

### 【选词填空】

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item with a single line through the center. You may not use any of the words in the bank more than once.

**Questions 11 to 20 are based on the following passage.**

"You, sir, are the greatest athlete in the world."

It was the king of Sweden talking to Jim Thorpe at the 1912 Olympics in Stockholm. Thorpe had just set a world record in the decathlon championship. The decathlon has ten track and 11 events. It is the greatest test in sports of man's 12, strength skill and stamina. But Thorpe had also won the pentathlon and set a world 13. The pentathlon has five track and field events. No man before him had ever won both. No man has done it since.

Who was Jim Thorpe? He was a Sac and Fox Indian born near Prague, Oklahoma, on May 28, 1888. At the age of 16, he 14 the Carlisle, Indian School in Carlisle, Pennsylvania. At Carlisle, Thorpe starred in practically every sport. But he won his greatest fame as a football player. He was six 15 and one inch, 190 pounds with amazing speed.

Jim's greatest game was in 1911 against Harvard, then the top team in the country.

In that rugby match, Thorpe played most bravely. The 16 score was 18;15 in favor of Thorpe's team and Thorpe had scored every point for his team.

Then in 1912 Thorpe won even greater 17 at the Olympic Games. Unfortunately, Thorpe made one mistake. One summer while at Carlisle he played professional baseball for \$15 a week. Thorpe did not understand that this made him a 18 athlete. In 1913 it was 19 that Thorpe had played as a pro. He had to give up all his Olympic 20 and trophies. All his records were wiped out.

In 1950, 393 sportswriters voted Thorpe the greatest athlete of the century. (295 words)

- |                 |               |               |           |
|-----------------|---------------|---------------|-----------|
| A) feet         | E) attractive | I) discovered | M) mined  |
| B) glory        | F) flexible   | J) medals     | N) pace   |
| C) amazing      | G) entered    | K) field      | O) record |
| D) professional | H) brush      | L) speed      |           |

### 【词语提示】

decathlon *n.* 十项全能    stamina *n.* 耐力    pentathlon *n.* 五项全能

## Section B

### Passage Three

### 【短文导读】

本文是一篇说明文,介绍了单词“September”的来源、含义以及这个月份里一些重要的节日。

### 【仔细阅读】

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter with a single line through the center.

**Questions 21 to 25 are based on the following passage.**

September is the ninth month of the year. However, the word September comes from the Latin word septem, which means “seven”. This is because long ago a different calendar was used in which September was

indeed the seventh month. When Julius Caesar, leader of Rome, redid the calendar, he made September the ninth month.

September in the northern hemisphere is a time of change. With fall and winter coming, temperatures usually begin to drop somewhat. ***It is also the productive time of the year since it is when farmers harvest some of their vegetables and fruit, especially apples, which have finished their growing season.***

September has thirty days. In English, the word is often abbreviated to just the first four letters. The major U. S. holiday in September is Labor Day. This holiday, which comes on the first Monday of the month, is in honor of all people who work. September 7th is Brazil's Independence Day and Chile's is the eighteenth. Also, Balboa discovered the Pacific Ocean on September 25, 1513. (174 words)

21. The best title for this passage should be "\_\_\_\_\_".
- A) A Simple History of September                      B) The Month of September  
C) An Important Month of the Year                      D) Some Holidays in September
22. From this passage you may infer that before Julius Caesar, October might be the \_\_\_\_\_.  
A) eighth month of the year                      B) ninth month of the year  
C) tenth month of the year                      D) eleventh month of the year
23. We may come to the conclusion that \_\_\_\_\_.  
A) Brazil became independent before Chile  
B) Chile became independent before Brazil  
C) Brazil and Chile became independent almost at the same time  
D) none of the above are true
24. September is important because \_\_\_\_\_.  
A) there are many important holidays in this month  
B) it has a very interesting history  
C) temperatures begin to fall during this time  
D) it is the harvest time for farmers
25. The word "September" originally means "the seventh month" in \_\_\_\_\_.  
A) America                      B) Latin                      C) Rome                      D) Egypt

### 【词语提示】

calendar *n.* 日历      hemisphere *n.* 半球      abbreviate *v.* 缩写

### 【句子解析】

※ It is also the productive time of the year since it is when farmers harvest some of their vegetables and fruit, especially apples, which have finished their growing season. [Paragraph 2]

难点在于状语较长,句子主干是"It is also the productive time of the year",句中"since it is when farmers harvest some of their vegetables and fruit, especially apples, which have finished their growing season"为原因状语从句。这一原因状语从句中还包括一个"when"引导的表语从句和"which"引导的非限定性定语从句;此定语从句的先行词为"some of their vegetables and fruit"。

### Passage Four

#### 【短文导读】

本文是一篇记叙文,通过描述人们曾计划采取全国停电的方式来默悼爱迪生的逝世,表现了人们对爱迪生的无比崇敬之情。

#### 【仔细阅读】

Questions 26 to 30 are based on the following passage.

Thomas Alva Edison was awarded more patents on inventions than any other American. When he died in 1931, Americans wondered how they would best show their respect for him.

One suggestion was that the nation observe two minutes of total blackout. All electric power would be shut off in homes, streets, and factories.

Perhaps this suggested plan made Americans aware that what electricity meant to them. Electric power was too important to the country. Shutting it off for even a short time would have led to complete confusion. A

blackout was out of the question.

On the day of Edison's funeral, many people silently dimmed their lights. *In this way they honored the man who had done more than anyone else to put the great force of electricity at his countrymen's fingertips.*  
(135 words)

26. The passage says that Thomas Edison \_\_\_\_\_.  
A) liked the first American inventor  
B) was the only important American inventor  
C) received more patents than any other American  
D) was the first American inventor
27. The suggested plan was to \_\_\_\_\_.  
A) turn off the lights in factories and schools  
B) observe a few minutes of total silence  
C) dim all electric lights  
D) shut off all electricity for a short time
28. People decided to honor Edison when \_\_\_\_\_.  
A) he made the first electric invention  
B) electric power was 100 years old  
C) the country realized electricity's importance  
D) he died in 1931
29. The plan was never carried out because \_\_\_\_\_.  
A) not everyone wanted to honor Edison  
B) it was too difficult  
C) electric power was too important to the country  
D) it honored only one of Edison's inventions
30. The passage was probably written to \_\_\_\_\_.  
A) explain how important electricity was to America  
B) tell about Edison's inventions  
C) say that the Americans did not know how to honor Edison  
D) show what respect the Americans had for Edison

### 【词语提示】

patent *n.* 专利      blackout *n.* 熄灭, 关闭      confusion *n.* 混淆, 混乱  
funeral *n.* 葬礼      dim *v.* 使暗淡

### 【句子解析】

※ In this way they honored the man who had done more than anyone else to put the great force of electricity at his countrymen's fingertips. [Paragraph 4]

本句包含一个定语从句“who had done more than anyone else to put the great force of electricity at his countrymen's fingertips”,用以修饰前面的“the man”;而从句中“have sth. at one's fingertips”是一个习语,意思是“手头有某物随时可供使用”。

## Unit 02

### Part I Reading Comprehension (Skimming and Scanning) (15 minutes)

#### Passage One

#### 【短文导读】

本文主要讲述了加利福尼亚淘金热的形成过程以及它的影响。一个名为 Marshall 的木匠在加州的河水中发现了金子,消息传出去以后各种人都加入到了淘金的队伍中来。但这却给金矿的发现者带来了灾难性的

后果。

### 【短文快读】

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions.

**For questions 1 ~ 7, mark**

**Y** (for YES) *if the statement agrees with the information given in the passage;*

**N** (for NO) *if the statement contradicts the information given in the passage;*

**NG** (for NOT GIVEN) *if the information is not given in the passage.*

**For questions 8 ~ 10, complete the sentences with the information given in the passage.**

1 One day in 1848 a carpenter named Marshall, who worked in a saw mill on the American River in California, made a remarkable discovery. He noticed some bright yellow particles in the water, bent down to pick them up and took them to his partner, a Mr. Sutter. This was the beginning of the Californian Gold Rush. Sutter was a Swiss who had come to America some years earlier to make his fortune. The Governor of California had given him permission to found a settlement in the Sacramento Valley and his determination and energy had made him rich. He had built the mill in partnership with Marshall in order to make use of the abundant natural resources of his land.

2 Sutter realized the importance of the discovery and decided to file a claim so that his right to the gold would be established. So he sent a man named Bennet to San Francisco to see the Governor. He warned Bennet not to tell anyone in case people came to the valley before his claim was recognized. Bennet could not keep the secret but the people of San Francisco did not believe him at first. Then the editor of a weekly newspaper there, Sam Brannan, went to Sutter's mill to make a report. When he came back he ran through the streets of the town shouting "Gold! Gold!" Within a month almost the entire population, then only 800 people, had gone to look for the precious metal. Soldiers deserted the army, sailors left their ships and men gave up their jobs so as not to miss the chance of becoming rich.

3 The news spread across America to Europe and thousands of people joined in the search. Those who went by ship had to sail round Cape Horn to reach California but some chose the overland route across America and wagon trains were formed for travellers to make the journey. Even then there were some who were prepared to cross the terrible desert of Death Valley in order to reach the gold a few days before the rest.

4 The Gold Rush proved a disaster for Sutter himself. For years he tried to evict the prospectors from his property so that his family might enjoy the wealth of his land, but his business was ruined. The prospectors did a great deal of damage, and killed one of his sons, and at the end of his life he was a poor man who continually stopped people in the street to tell them that Gold is the Devil. (424 words)

01. The Californian Gold Rush began when a carpenter named Marshall discovered some bright yellow particles in the water.
02. Sutter became rich because the governor of California had given him special rights in the Sacramento Valley.
03. Sutter sent a man named Bennet to San Francisco to see the Governor in order to claim right to the gold.
04. The editor of a weekly newspaper, Sam Brannan, went to Sutter's mill to look for gold.
05. The news spread all over the whole world and thousands of people joined in the search for gold.
06. Many people decided to cross the terrible desert of Death Valley in order to reach the gold ahead of the others but some of them died halfway.
07. The Gold Rush was disastrous for Sutter because he not only lost his property but also lost his son.
08. Marshall worked in a saw mill on the American River in California as \_\_\_\_\_ of Mr. Sutter.
09. Soldiers deserted the army, sailors left their ships and men gave up their jobs in order to look for the \_\_\_\_\_.
10. Mr. Sutter ended up in \_\_\_\_\_ and continually stopped people in the street to tell them that Gold is the Devil.

## Part II Reading Comprehension (Reading in Depth) (25 minutes)

## Section A

### Passage Two

#### 【短文导读】

纳瓦霍人属于美国最大的印第安部落。他们以放牧为生,对他们来说,牲口是财富的象征。但是由于牲口太多,影响了牧区的生活环境,政府要求减少牧群的规模,这对纳瓦霍人来说是一件令人悲哀的事。

#### 【选词填空】

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item with a single line through the center. You may not use any of the words in the bank more than once.

**Questions 11 to 20 are based on the following passage.**

Different things are important in different \_\_\_\_ 11 \_\_\_\_\_. What a community thinks is important can change the way it lives and carries on its business.

The Navaho Indians \_\_\_\_ 12 \_\_\_\_\_ on large reservation in Arizona, New Mexico, and Utah. They raise sheep and horses as a business. The animals \_\_\_\_ 13 \_\_\_\_\_ on grass growing on Navaho land.

The Navaho got sheep and horses from the Spaniards in the 1600s. Later, the sheep and horses became important to the Navaho for wool, meat, and travel. But the animals were also a sign of \_\_\_\_ 14 \_\_\_\_\_. A family with many sheep or horses was important in the community.

At one time, the Navaho had more than a million animals. But the sheep were eating the grass down to the \_\_\_\_ 15 \_\_\_\_\_. Each horse ate more grass than five sheep. Even the \_\_\_\_ 16 \_\_\_\_\_ of the grass were dying, and the ground was beginning to \_\_\_\_ 17 \_\_\_\_\_ away in the rain. There were too many animals. Without grass to eat, the animals would die. The Navaho themselves would not have \_\_\_\_ 18 \_\_\_\_\_ food.

The government wanted to help. It asked the Navaho to make their herds \_\_\_\_ 19 \_\_\_\_\_. It was a \_\_\_\_ 20 \_\_\_\_\_ time for the people. Large herds were very important to them. (214 words)

- |           |                |            |                |
|-----------|----------------|------------|----------------|
| A) roots  | E) communities | I) enough  | M) shift       |
| B) wealth | F) smaller     | J) sad     | N) reservation |
| C) feed   | G) ground      | K) floated | O) live        |
| D) wash   | H) wool        | L) prevent |                |

#### 【词语提示】

community *n.* 团体,部落    reservation *n.* 专用地,由联邦政府划出的供印第安人使用的土地  
Navaho Indians 纳瓦霍人(美国最大的印第安部落)

## Section B

### Passage Three

#### 【短文导读】

本文主要介绍了北美人和南美人在时间观念上的差异。北美人注重遵守时间;而南美人则认为钟表只是一种机器,不愿意受其限制,所以往往不守时。

#### 【仔细阅读】

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter with a single line through the center.

**Questions 21 to 25 are based on the following passage.**

In cities in the United States, there are clocks in most stores, factories, and other buildings. Radio announcers give the correct time during the day. People here think that it is important to know the time. Most Americans have watches. They want to do certain things at certain times. They don't want to be late.

Time is not so important to peoples everywhere. Suppose you visit a country in South America. You

would find that people living there do not like to rush. If you had an appointment with some friends, they would probably be late. They would not want to arrive on time.

In South America, even the radio programs may not begin right on time. ***Nor do the radio people think it important to announce the exact time.***

In South America, many people think of a clock as a machine. They feel that people who do everything on time are letting clocks run their lives. They don't want a clock or any machine to have that much power over their lives. (179 words)

21. There are clocks in most stores and factories in \_\_\_\_\_.  
A) South America                      B) the United States    C) India                                      D) South Africa
22. On the whole, this story is about \_\_\_\_\_.  
A) factories in the United States                      B) radio announcers in South America  
C) peoples' feelings about time                      D) watch factories
23. The people of South America think of the clock as a \_\_\_\_\_.  
A) machine                                      B) radio                                      C) friend                                      D) person
24. Why isn't time important to the people of South America?  
A) It is too hot here to hurry to appointments.  
B) They don't want a machine to run their lives.  
C) They don't know how to tell time.  
D) They have no watches.
25. Which of the following sentences do you think is right?  
A) Time means different things to different peoples.  
B) In the United States, it is a good idea to be late.  
C) Time is more important in South America than in America.  
D) In South America, no one has watch.

### 【词语提示】

appointment *n.* 约会      exact *a.* 准确的, 精确的

### 【句子解析】

※Nor do the radio people think it important to announce the exact time. [Paragraph 3]

本句为倒装句, 其中“nor”表示“也不”, 当它位于句首时, 句子要倒装。本句相当于 The radio people don't think it important to announce the exact time, either. 这里用倒装句, 起强调作用。

### Passage Four

#### 【短文导读】

本文是一篇说明文, 介绍了纳瓦霍印第安沙画的绘制过程及其目的, 使读者了解印第安沙画的真正意义。

#### 【仔细阅读】

***Questions 26 to 30 are based on the following passage.***

Have you ever used watercolors to make a picture? Have you made designs with finger paints? Many pictures are made by putting colored paint on paper or cloth. Pictures painted in this way will last a long time.

***The Navaho Indians in the Southwest make paintings that last less than one day.*** These designs are called sand paintings. They are different from all other paintings.

Using bits of powdered and colored rock, the Navahos “paint” on a large cowhide or on smooth sand. Sand flows through their fingers to make paintings. The designs are often of their Indian gods. They also use pieces of flowers or meal and other vegetable materials.

Once, sand paintings were made only by a medicine man when someone was ill. The medicine man hoped the Navaho gods would like his design and make the sick well.

Today, most sand paintings are made for special Indian ceremonies. These beautiful paintings are always destroyed before the sunsets. They are not painted for people to enjoy. They are painted to please Navaho gods. (178 words)

26. The Navaho Indians make paintings that last \_\_\_\_\_.

- A) less than a year                      B) one week                      C) less than a day                      D) a long time
27. The story does not say so, but it makes you think that sand paintings \_\_\_\_\_.  
 A) are done to make money                      B) are made every day  
 C) are not meant to last                      D) are made by the artists
28. Sand paintings are made of \_\_\_\_\_.  
 A) powdered rock                      B) finger paints  
 C) sand from the beach                      D) oil paints
29. Which of the following sentences do you think is right?  
 A) Sand paintings make people ill.  
 B) Sand paintings are made for people to enjoy.  
 C) Sand paintings can't be called art.  
 D) Sand paintings have special meanings for the Navahos.
30. Why do the Navahos make sand paintings?  
 A) They want to show they are fine artists.  
 B) They want to please their Indian gods.  
 C) They want to show their wealth.  
 D) They want to help the medicine man.

### 【词语提示】

ceremony *n.* 典礼, 仪式      cowhide *n.* 牛皮      medicine man 教士, 医生, 巫师

Southwest *n.* 西南地区

### 【句子解析】

※ The Navaho Indians in the Southwest make paintings that last less than one day. [Paragraph 2]

本句难点在于句中含有一个定语从句。句中“that last less than one day”为定语从句,其先行词是“paintings”。

## Unit 3

### Part I Reading Comprehension (Skimming and Scanning) (15 minutes)

#### Passage One

#### 【短文导读】

本文讲述了 23 世纪 70 年代一位作家眼中的 20 世纪:在 20 世纪,人们限制发展的机会,希望尽早退休,只关注生理疾病而忽略心理问题等等。因此他认为 20 世纪是一个奇怪而可悲的时代。

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions.

**For questions 1~7, mark**

**Y** (for YES)                      if the statement agrees with the information given in the passage;

**N** (for NO)                      if the statement contradicts the information given in the passage;

**NG** (for NOT GIVEN) if the information is not given in the passage.

**For questions 8~10, complete the sentences with the information given in the passage.**

- In his book, published in 2270, the author writes: “It is hard for us to understand the mentality of those curious people. Their ideas were almost the exact opposite of ours, and they went to extremes.”
- “Where our object is to expand a man’s opportunities, theirs was to limit them. While we seek to lengthen the normal working life, they struggled to shorten it. We spend most of our wealth on the young and the healthy; they spent most of theirs on the old and the sick.”
- In those days, education and training were so short, so fixed, that most people knew only one kind of job. Office workers worked in offices for thirty or forty years. Machine operators spent a lifetime at their machines. The only variety came in off-duty hours, in holidays and, best of all, on “retirement”.
- In the twentieth century, the word seems to have meant the formal ending of gainful occupation—by law.



There was a constant demand for earlier and earlier retirement. During the century's second half, the "retirement age" dropped by stages from 65 years to an incredibly young 45, which is, oddly enough, about the age at which most of our young people today begin their chosen career.

5 Retirement, then, was obligatory—and welcomed. After it, millions of people lived more or less in idleness, paid by the state. Among men, naturally, this sudden end to the pleasure and reward of work often led to early death. To women it brought feverish activity in groups and herds. By the end of the century, women over 70 years old outnumbered men by nearly four to one, half the total population were in retirement, and children of 15 were allowed to decide everything for themselves.

6 The social services of that period were concerned almost entirely with the sick, the old and the handicapped. Vast amounts of money were spent on keeping people alive. Hardly anything was done about mental ill-health, so the roots of most physical problems were left untouched. The fear of ill-health grew to imbalance, affecting man's foods, his habits and his normal way of life.

7 "From the medical profession, which enjoyed a god-like reputation, flowed an endless stream of research "findings", some obvious, some sensible, some groundless, some mistaken. All were attended by great publicity that encouraged fear and despair. Healthy bodily organs were removed—in case these should become diseased. Drugs were freely used to calm troubled minds as well as to excite dull ones, to overcome weariness as much as to ensure sleep. By degrees, nations changed from being young and energetic to being old and feeble. Twentieth century social history presents a strange and sorry picture." (447 words)

01. The ideas of the twentieth century people were contradictory to those of the people in 2270.
02. People of the twentieth century wanted to work fewer hours than the people in 2270.
03. The author thinks the age at which people of the twentieth century chose to retire during the century's second half is the age at which most of the young people of his time begin their chosen career.
04. After retirement, most men could enjoy a happy and long life in the twentieth century.
05. The social services of the twentieth century were concerned both with the physical health problems and the mental ill-health.
06. The medical profession had done numerous researches, which only led to the fear and despair of the public.
07. To the author, the twentieth century was old and feeble, strange and sorry.
08. In the twentieth century, retirement meant \_\_\_\_\_.
09. By the end of the twentieth century, there were more \_\_\_\_\_ than men.
10. According to the author, Mental ill-health is the root of \_\_\_\_\_.

## Part II Reading Comprehension (Reading in Depth) (25 minutes)

### Section A

#### Passage Two

#### 【短文导读】

本文介绍了雨的形成过程。由于地球引力而致使雨水降落到地球上,但并非每片云都会形成降雨或者降雪。

#### 【选词填空】

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item with a single line through the center. You may not use any of the words in the bank more than once.

**Questions 11 to 20 are based on the following passage.**

What makes it rain? Rain falls from clouds for the same reason anything falls to Earth. The Earth's \_\_\_\_\_ 11 \_\_\_\_\_ pulls it. But every cloud is made of water droplets or ice crystals. Why doesn't rain or snow fall constantly from all clouds? The droplets or ice crystals in clouds are exceedingly small. The \_\_\_\_\_ 12 \_\_\_\_\_ of gravity on them is minute. Air currents move and lift droplets so that the net downward displacement is zero,