

大学英语

阅读教程

主编 郭红 王伟

主审 朱维举



第 1 册

19.4
04d
READING BOOK

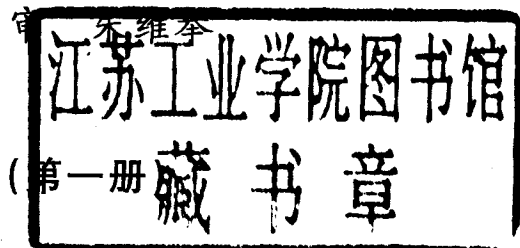
哈尔滨出版社

14.1
H318.4
G644
1

大学英语阅读教程

College English Extensive Reading Course

主 编 郭 红 王 伟
主 审 朱 维 李



哈尔滨出版社

图书在版编目(CIP)数据

大学英语阅读教程 /郭红,王伟编. —哈尔滨:哈尔滨出版社,2001.9

ISBN 7-80639-578-4

I.大... II.①郭...②王... 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(2001)第 062342 号

责任编辑 殷宏伟

封面设计 朱小葳

大学英语阅读教程(第一册)

主编 郭 红 王 伟

主审 朱维举

哈尔滨出版社

哈尔滨市南岗区贵新街 170 号

邮政编码:150006 电话:0451-6225161

E-mail:hrbcbs@yeah.net

全国新华书店发行

哈尔滨太平洋彩印有限公司印刷

开本 850×1168 毫米 1/32 印张 31 字数 850 千字

2001 年 9 月第 1 版 2001 年 9 月第 1 次印刷

印数 1-3000 册

ISBN 7-80639-578-4/G·160

定价:45.00 元(全四册)

版权所有,侵权必究。举报电话:0451-6225162

前 言

1999年颁布的新《大学英语教学大纲》明确要求“大学英语教学的目的是:培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息”。根据这一要求,我们针对非英语专业学生的实际水平编写了这套阅读教程。

本书选材广泛,涉及面广。有科普常识、英语国家的风土人情、日常生活知识、教育、社会问题、环境污染、人口、文化等方面的内容。体裁多样,有叙述文、说明文、议论文等。文章语言幽默,由浅入深,循序渐进,并加注超纲词汇的汉语释义。

本书还根据大学英语四级考试新题型的要求,设置了翻译、简答等新题型,目的是培养学生语言综合运用能力。

全书共四册,按四级编排,可做精读教材的配套教材,也可单独用做泛读教材或自学用书。

编 者

Book One

Contents

Unit One

1. A Package is an Advertisement (1)
2. The Escaped Robber (3)
3. Might is, Not Right (6)
4. Your First Day on the Job (9)
5. The Hot Dog (11)

Unit Two

1. Study Efficiently in College (13)
2. Mass Media (15)
3. Make Plans for Business Trips (18)
4. Safety Tips for Kids on the Internet (21)
5. Blue Jeans (22)

Unit Three

1. Think Carefully Before You Speak (25)
2. Are You Putting Me On? (27)
3. Eating Breakfast or Not (30)
4. Food for Thought! (33)
5. How Much Do You Know about Soccer? (34)

Unit Four

1. The Bumberidges	(37)
2. How McDonald Came into Being	(39)
3. The American Character	(41)
4. Body Donation	(44)
5. A Female Motor Mechanic	(45)

Unit Five

1. My Choice in Career	(48)
2. Words of Wisdom about Life	(50)
3. Single Parents	(52)
4. Harry Houdini	(54)
5. How to Shine at an Interview	(56)

Unit Six

1. How to Open a French Bank Account	(59)
2. "You Failed!"	(61)
3. The High Cost of Living	(63)
4. Polite or Rude	(66)
5. How to Relax	(68)

Unit Seven

1. Cold	(70)
2. Plant Thieves	(73)
3. Colour	(75)
4. Dogs and Cats as Pets	(78)
5. Do You Know TOEFL?	(81)

Unit Eight

1. On Being Punctual (84)
2. Halloween Trick – or – Treat (87)
3. Talking Without Sound (89)
4. Unlucky Thief (92)
5. Sexual Equality is Path to Stability (94)

Unit Nine

1. Leaving Tips (97)
2. How Christmas Cards Started (99)
3. Intelligence Quotient (102)
4. Thomas Edison (105)
5. Advertisement (108)

Unit Ten

1. Forgetfulness (110)
2. A Sense of Direction (112)
3. Everything Included (115)
4. College Students' Cheating (117)
5. Frogs (121)

Unit Eleven

1. Florence Nightingale (123)
2. Making Friends at School (125)
3. America's Influence on Chinese Culture (128)
4. What Affects Intelligence (130)
5. The Man Who Sold Cars (133)

Unit Twelve

1. Blood Transfusion	(136)
2. Butterflies — Friends of Human Beings	(138)
3. Would Be a Football Star?	(141)
4. First Day at School	(143)
5. Newspapers in Britain	(146)

Unit Thirteen

1. ETV Starts a New Phase	(149)
2. University Days	(151)
3. Thank You	(154)
4. Cigarette	(157)
5. A Question of Exercise	(159)

Unit Fourteen

1. Choose a Right Dog	(162)
2. Money and the Meaning of Life	(164)
3. The Policeman and the Thief	(167)
4. Hand	(169)
5. Education	(172)

Unit Fifteen

1. A Case of Mistaken Identity	(174)
2. Food	(176)
3. The First Men on Venus	(179)
4. Modern Examinations	(181)
5. The Value of Education	(184)
Keys	(187)

Unit One

Passage 1

A Package is an Advertisement

Packaging is an important form of advertising. A package can sometimes motivate someone to buy a product. For example, a small child might ask for a breakfast food that comes in a box with a picture of a TV character. The child is more interested in the picture than in breakfast food. Pictures for children to color or cut out, games printed on a package, or small gifts inside a box also motivate many children to buy products — or to ask their parents for them.

Some packages suggest that a buyer will get something for nothing. Food products sold in reusable containers are examples of this. Although a similar product in a plain container might cost less, people often prefer to buy the product in a reusable glass or dish, because they believe the container is free. However, the cost of the container is added to the cost of the product.

The size of a package also motivates a buyer. Maybe the package has “Economy Size” or “Family Size” printed on it. This suggests that the large size has the most product for the least money. But that is not always true. To find out, a buyer has to know how the product is sold and the *price of the basic unit*.

The information on the package should provide some answers. But the important thing for any buyer to remember is that a package is often an advertisement. The words and pictures do not tell the whole story. Only the product inside can do that.

Notes:

1. package *v. & n.* 包装
2. advertise *v.* 登广告, 宣传
3. reusable *a.* 可重复使用的

Reading Comprehension:

1. In the second line of the passage, the word "motivate" most probably means _____.
 - A. provide a story that makes one moved
 - B. make one believe what he does is just
 - C. supply a thought or feeling that makes one act
 - D. make one deep in thought
2. "A buyer will get something for nothing" most probably means a buyer will _____.
 - A. get what he pays for
 - B. get something useful free of charge
 - C. not get what he wants to
 - D. gain more than he loses
3. Why are people likely to buy the product sold in a glass or dish?
 - A. Because they think they can get the container free.
 - B. Because they have no other choice.
 - C. Because they believe the cost of the container is *included in the cost*

of the product.

D. Because the container is too attractive.

4. Which of the following statements is NOT mentioned in the passage?

A. On seeing a well-designed container, a buyer often neglects what is inside it.

B. Package is often a successful advertisement.

C. Children are often attracted to buy a product by its package with attractive pictures.

D. A buyer is also attracted by the size of the container.

5. What suggestion does the author give in the passage?

A. A buyer should get what he needs most.

B. The best choice for a buyer is to get a product in a plain package.

C. Do not buy the product which is sold in glass or dish.

D. The quality of a container has nothing to do with the quality of the product.

Passage 2

The Escaped Robber

One evening Mr. Green was driving in his car along a lonely country road. He had been to London where he had drawn £ 50 from the bank, and he was now returning home with the money which he had put in his pocket book. At the loneliest part of the road a man in shabby, badly-fitting clothes stopped him and asked for a lift. Mr. Green told him to get

into the car and continued on his way. As he talked to the man he learned that he had been in prison for robbery and had broken out of prison two days ago. Mr. Green was very worried at the thought of the £ 50 that he had put in his pocket book. Suddenly he saw a police car and had a bright idea. He had just reached a small town where the speed limit was 30 miles an hour. He pressed down the accelerator and drove the car as fast as it would go. He looked back and saw that the police car had seen him and had begun to chase him. After a mile or so the police car overtook him and ordered him to stop. A policeman got out and came to Mr. Green's car. Mr. Green had hoped that he could tell the policeman about the escaped robber, but the man had taken a gun out of his pocket and had put it to Mr. Green's back. The policeman took out his notebook and pencil and said he wanted Mr. Green's name and address. Mr. Green asked to be taken to the police station but the policeman said, "No. I want your name and address now. You will have to appear at the police court later". So, Mr. Green gave the policeman his name and address. The policeman wrote it down, put his notebook and pencil back in his pocket and gave Mr. Green a talk about dangerous driving. Then Mr. Green started up his car again and drove on. He had given up all hope of his £ 50, but just as he reached the outskirts of London, the passenger said he wanted to get out here. Mr. Green stopped the car, the man got out and said, "Thanks for the lift. You've been good to me. This is the least I can do in return." And he handed Mr. Green the policeman's notebook.

While the policeman had talked to Mr. Green, the thief had stolen the notebook.

Notes:

1. shabby *a.* 破旧的
2. robbery *n.* 抢劫
3. accelerator *n.* 油门, 加速器
4. chase *v.* 追赶
5. overtake *v.* 赶上
6. outskirts *n.* 郊外

Reading Comprehension:

1. What was Mr. Green's purpose of visiting London?
 - A. To draw some money from the bank.
 - B. To buy a pocket book.
 - C. To see a friend of his.
 - D. Not mentioned in the passage.
2. Why did a man in shabby, badly fitting clothes stop him?
 - A. He said Mr. Green had driven too fast.
 - B. He wanted Mr. Green to take him to some place.
 - C. He meant to hide himself in the car.
 - D. He knew Mr. Green had some money with him.
3. What was Mr. Green worried about when he learned the man was an escaped robber?
 - A. The £ 50 in his pocket book.
 - B. His life.
 - C. His car.
 - D. His pocket book.
4. A "speed limit of 30 miles" here means _____.
 - A. no one can drive at a speed below 30 miles an hour
 - B. no one can drive at a speed over 30 miles an hour

- C. one must drive at a speed of exactly 30 miles an hour
D. none of the above
5. Which of the following is TRUE?
- A. Mr. Green wanted to be taken to the police station right away but the policeman refused him.
B. The policeman asked Mr. Green to come to the police station right away.
C. The policeman told Mr. Green that he would have to pay a fine.
D. Mr. Green would not give his name and address but promised to appear at the police court later.

Passage 3

Might is Not Right

Most of the people who appear most often and most gloriously in the history books are great conquerors, generals, and soldiers, whereas the people who really helped civilization move forward are often never mentioned at all. We do not know who first launched a seaworthy boat, or who calculated the length of the year, but we know all about the killers and destroyers. People think a great deal of them, so much so that on all the highest pillars in the great cities of the world you will find the figure of a conqueror, a general, or a soldier. And I think most people believe that the greatest countries are those that have beaten in battle the greatest number of other countries and ruled over them as conquerors. *It is just*

possible that they are the greatest, but they are not the most civilized. Animals fight; so do savages; hence to be good at fighting is to be good in the way in which an animal or a savage is good, but it is not to be civilized. Even being good at getting other people to fight for you and telling them how to do it most efficiently — this, after all, is what conquerors and generals have done — is not being civilized. People fight to settle quarrels. Fighting means killing, and civilized people ought to be able to find some way of settling their disputes other than by seeing which side can kill off the greater number of the other side, and then saying that that side which has killed most has won. And not only that it has won, but, because it has won, it has been in the right. For that is what going to war means; it means saying that might is right.

Notes:

1. might *n.* 权力, 势力
2. gloriously *ad.* 光荣地
3. conqueror *n.* 征服者; 胜利者
4. civilization *n.* 文明
5. launch *v.* 使(船)下水
6. seaworthy *a.* (船)适于航海的
7. calculate *v.* 计算
8. pillar *n.* 柱子
9. figure *n.* 雕像
10. savage *n.* 野蛮人, 野人
11. efficiently *ad.* 有效率地
12. dispute *n.* 争端

Reading Comprehension:

1. The author believes that history books _____.
 - A. should not record those great conquerors, generals and soldiers at all
 - B. should not neglect those who played a part in human social development
 - C. should only mention those civilized
 - D. should record not only the winners, but also the defeated
2. According to the author, who are the greatest?
 - A. Those conquerors, generals and soldiers in the history books.
 - B. The countries that have defeated and ruled over many others.
 - C. Those who really helped civilization move forward.
 - D. Those who are good at getting other people to fight for them.
3. The author suggests that civilized people _____.
 - A. should settle their quarrels peacefully
 - B. should revise the history books
 - C. should be recorded in the history books
 - D. should tell other people how to do things more efficiently
4. What's the author's main objective in this passage?
 - A. To explain a practice.
 - B. To illustrate a theory.
 - C. To give a suggestion.
 - D. To present a view.
5. What does the statement "might is right" at the end of the passage mean?
 - A. Fighting means killing.
 - B. The winner is justified in killing.
 - C. Killing is always right.
 - D. Who is right is determined by who is more powerful.

Passage 4

Your First Day on the Job

No one wants to look silly or do the wrong thing at a new job . It is important to make the right impression — not the wrong one — from the very first day . You will face new people . You will be in a new place . It may be difficult to know what to do . Here are seven tips to help you make it through the first days at a new job :

1. First impressions can last forever. Make sure you make a good one. Before your first day, find out if your new job has a dress code (rules about what you can wear to work). If so, be sure to follow it. No matter what, always be neat and clean.

2. Get to work on time. Employers value employees who come to work right on time. Give yourself an extra 15 minutes to make sure you arrive on time.

3. Pay attention to introductions. One of the first things that your supervisor may do is to introduce you to co-workers. These co-workers will be important to you. They are the ones who will answer your questions when the boss is not around.

4. Ask plenty of questions. Make sure that your supervisor has told you what is expected of you. If he or she has not told you your job duties, ask for a list. Set daily and weekly goals for yourself.

5. Do not take too long for lunch. What is the lunch-hour policy