

大学英语系列教材  
College English Series

# ENGLISH 大学英语 课堂限时阅读

COLLEGE ENGLISH

In-Class Timed Reading

4

总主编 覃朝宪  
尹明祥  
主 编 王子春



重庆大学出版社

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主要内容

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## 内容提要

《大学英语课堂限时阅读》是大学英语系列教材之一,旨在培养学生正确的阅读习惯,提高学生阅读速度和阅读理解能力。

本书为第4册,其难度相当于大学英语4级。全书共15单元,每单元3篇文章,每篇文章后附有文章字数和建议阅读时间以及相应的阅读理解练习,便于学生自测。文章语言规范,材料多数选自英美原著或英美报刊杂志,内容覆盖面宽,集知识性、趣味性、时代性于一体,可读性较强。

全书版式新颖,采用活页形式装订,便于拆卸,适合教师课堂教学和学生自学使用。

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# 前言

《大学英语系列教材》是以教育部颁布的《大学英语教学大纲(修订本)》为依据,根据重庆地区大学英语教学实际情况和学生英语水平编写的。在组织编写前,我们先后对重庆地区300多名学生和100多名教师进行了问卷调查,充分了解了大学英语教与学的实际情况和师生的真正需求。基于调查结果和教学大纲对大学英语教学的基本要求,我们确定了书目,并为每一本书制定了详细的编写计划和方案。在编写过程中,我们不断地将所编写的部分用于教学实践,并不断对其进行修正。参加系列教材编写的人员均为重庆市有着丰富大学英语教学经验和教材编写经验、熟谙教学法与语言习得理论、科研成果突出的教师。可以说,这套教材凝聚了重庆市大学英语教师多年的教学经验、心得体会和理论成果。

本系列教材具有以下特点:

1. 在编写中充分考虑重庆地区学生英语学习的特点,即语言基础知识较扎实,但听、说、读、写、译等综合运用能力,尤其是听说能力普遍较差。无论从教材选材、难易度还是内容体系上,我们都从重庆地区学生的实际出发,认真筛选,精心设计。

2. 本系列教材既注重教师课堂使用,又注重学生课外自学,将课堂内外很好地结合起来。首先,它便于教师课堂操作。如系列教材中的《大学英语课堂限时阅读》、《大学英语 CET-4 考前冲刺》装订形式灵活,可以拆卸,教师可以在每次安排课堂限时阅读或综合训练时,随堂将课文和练习发给学生。其次,它便于学生课外自学。系列教材中的《大学英语课堂限时阅读》、《大学英语阅读进阶》、《大学英语自主听力》等分册每单元的材料除了足够教师课堂使用以外,还留有大量的阅读、听力等练习供学生课外操练。

3. 本系列教材以培养学生扎实的语言技能、提高学生全面应用能力为主要目标,同时兼顾提高其四、六级考试应试能力。本系列教材注意吸收我国长期在大学英语教学和教材编写中积累的经验,同时采纳国外先进的教学理论和方法,保证了教材编写的科学性和合理性,以利于学生扎实、有效地从各个方面提高英语应用能力。同时,我们在编写系列教材的练习时,有意识地将题型向全国大学英语四、六级考试靠拢,以增强学生的应试能力,并在某些分册中对应试技巧给予适当的讲解。这当然不是提倡应试教育,而是以素质教育为基础,对学生进行应试方面的指导。更何况,全国大学英语四、六级考试是英语运用能力的考试,引导学生向其靠拢,反过来会促进学生语言能力的提高。

本系列教材包括以下分册:

《大学英语阅读进阶》:共6册,难度分别相当于大学英语1~6级,适合非英语专业1~3年级学生使用。它类似于传统的泛读教材,但又有所突破。每分册提供大量的阅读材料,并在

每单元安排快速阅读练习、阅读自测练习以及阅读技能、词汇等的综合练习。本教材既可供课堂泛读教学用,又可供学生课外自学。

**《大学英语课堂限时阅读》**:共4册,难度分别相当于大学英语1~4级,系快速阅读教材。每册15单元,每单元3篇文章,每篇文章均配有理解练习,并附有字数和建议阅读时间。装订形式灵活,可拆卸。教师既可在课堂上安排限时练习,又可让学生课外自行规定时间练习。

**《大学英语自主听力》**:共2册。上册难度相当于大学英语1~2级,下册相当于3~4级。上册每个单元既有基础的辨音练习,又有会话、短文听力,还有电影对白等趣味听力。下册按照四级听力考试的题型对学生进行大量的听力训练。它可作教材用,也可供课外自学。本书配有录音磁带。

**《大学英语写作教程》**:本书从学生习作常见的错误出发,安排技巧讲解,设计有的放矢的练习。内容有:对写作技巧的循序渐进的指导,对学生习作中典型错误的评点,对优秀范文的赏析,以及一些旨在提高学生兴趣的、为学生提供语言素材的锦言妙语、幽默故事和谜语等。同时还对大学英语应试写作和英语应用文写作进行有效的指导。

**《大学英语 CET-4 考前冲刺》**:本书作者具有多年的大学英语四级考试辅导经验及四级考试强化教材编写经验。他们在认真研究历年四级考试命题特点的基础上,严格按照考纲规定的题型编写了本书。全书含10套全真模拟试题,并附答案与注解。注解部分简洁、明了,对考生有实实在在的帮助。本书配有听力部分的录音磁带。

**《大学英语四级词汇进阶记忆与自测》**:本书以现行主干教材为基础,将大纲规定的四级词汇分1、2、3、4级排列,并列出词义;然后从每级中选取核心词汇编撰自测练习。它简明扼要,有助于学生通过练习记忆单词。

本系列教材由重庆大学、西南师范大学、西南农业大学、重庆医科大学、第三军医大学、中国人民解放军后勤工程学院、渝州大学、重庆邮电学院、重庆交通学院、重庆商学院、重庆通信学院等长期从事大学英语教学的骨干教师编写。编写过程中,我们得到了国家级专家,全国大学英语四、六级考试委员会委员韩其顺教授,以及重庆市各高校英语界领导、同仁的悉心指导和热情支持,在此向他们表示衷心的感谢!

**《大学英语系列教材》**

编写组

2002年4月



## 编 者 的 话

《大学英语课堂限时阅读》是根据教育部颁布的《大学英语教学大纲(修订本)》编写的大学英语系列教材之一,供大学英语教学第一、二学年使用。

本教材旨在培养学生正确的阅读习惯,提高学生的阅读速度和阅读理解能力。在选材时注重内容的趣味性、知识性、时代性、语言文字的规范性和文体的多样性。课文绝大多数选自英美原著、正式出版的英文报刊杂志等,并根据需要作了适当的修改。

本套教材共分4册,每册15单元,每单元3篇文章。每篇选文均配有多项选择练习或简短回答问题练习,以测试学生对文章的理解能力。限时阅读主要着眼于提高学生阅读速度,强调在单位时间里快速获取信息的能力,因此每篇文章的长度和难度均低于相应的精读、泛读课文(部分较难的单词配有汉语注释),并且每篇文章后均附有该篇材料的长度和建议阅读时间,供教师和学生在使用时参考。由于课堂时间有限,建议教师在课堂上根据具体情况从每单元中选取1~2篇文章练习,余下的留给学生课后完成。

使用本教材时,应注意以下几点:

1. 为便于教学,本教材印成活页,由教师保管,使用时分发,学生不得预习。
2. 让学生养成先了解问题后读文章的良好习惯,做到有的放矢,以达到提高阅读速度和准确率的效果。
3. 学生阅读时不能查词典,如有生词,可根据上下文和构词法进行猜测以确定词义,或直接跳过那些不影响理解的生词。
4. 学生应注意培养边阅读、边理解、边记忆的良好习惯。读完课文即做练习;做练习时,不再翻阅已读过的课文。
5. 学生应在建议时间内快速读完文章,较准确地完成课后练习。

编 者

2002年4月

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# Unit One

Reading Comprehension



## Passage 1

Directions: Choose one best answer to each question.

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants and his objective is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on proceeds at once. All being well the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone's satisfaction.

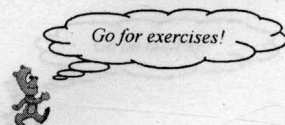
For a man, slight problems may begin when the shop does not have what he wants, or does not have exactly what he wants. In that case the salesman, as the name implies, tries to sell the customer something else. He offers the nearest he can to the article required. No good salesman brings out such a substitute bluntly; he does so with skill and polish: "I know this jacket is not the style you want, sir, but would you like to try it for size? It happens to be the color you mentioned." Few men have patience with this treatment, and the usual response is: "This is the right color and may be the right size, but I should be wasting my time and yours by trying it on."

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only "having a look round". She is always open to persuasion; indeed she sets great store by what the saleswoman tells her, even by what companions tell her. She will try on any number of things. Contrary to a lot of jokes, most women have an excellent sense of value when they buy clothes. They are always on the lookout for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one rail to another, to and fro, often retracing her steps, before selecting the dresses she wants to try on. It is a laborious process, but apparently an enjoyable one. Most dress shops provide chairs for the waiting husbands.



406 words

Suggested reading time: 3' 45"





Test  
Yourself

## Reading Comprehension

**Directions:** Choose one best answer to each question.

1. When a man is buying clothes, \_\_\_\_\_.
  - a. he buys cheap things, regardless of quality
  - b. he choose things that others recommend
  - c. he does not mind how much he has to pay for the right things
  - d. he buys good quality things, so long as they are not too expensive
2. What does a man do when he cannot get exactly what he wants?
  - a. He buys similar things of the color he wants.
  - b. He usually does not buy anything.
  - c. At least two of his requirements must be met before he buys.
  - d. So long as the style is right, he buys the thing.
3. In commerce a good salesman is one who \_\_\_\_\_.
  - a. treats his customers sharply
  - b. always has in stock just what you want
  - c. does not waste his time on difficult customers
  - d. sells something a customer does not particularly want
4. What does the passage tell us about women shoppers?
  - a. They welcome suggestions from anyone.
  - b. Women rarely consider buying cheap clothes.
  - c. Women often buy things without giving the matter proper thought.
  - d. They listen to advice but never take it.
5. What is the most obvious difference between men and women shoppers?
  - a. The time they take over buying clothes.
  - b. The fact that men do not try clothes on in a shop.
  - c. Women bargain for their clothes, but men do not.
  - d. Women stand up to shop, but men sit down.

Do you know?

How well have  
you read?







## Unit One



### Passage 2

Scientists made a great breakthrough this year in England when the first “test-tube” baby was born. The birth was the result of many years of research by doctors. The doctors did the research in order to help women who cannot conceive a baby in the normal way.

What happened when the baby was born from a “test-tube”? Well, the baby did not literally grow in a test-tube. The first stage of the process was when the egg from the woman and the sperm from the man were put together in the test-tube. After that, the embryo (胚胎) was put into the womb of a woman. This process was difficult, but it was successful; so the baby was eventually born, like any other, from a woman; only the woman wasn't the baby's real mother, but a sort of “carrier” of a baby produced by another couple.

Obviously, this method is a help to couples who can't have children because of physical problems in the woman. But very difficult moral problems arise in this kind of situation. Take, for instance, a case that happened this year. A couple who wanted a baby advertised for a woman to have a child by the father of the couple. They offered the woman a lot of money. The woman was made pregnant by artificial insemination. In this case, the woman “employed” to bear the child was its real mother. When the baby was born, the woman refused to give it back to the couple. But, in the eyes of the law, the woman had a right to keep the child because she was its biological mother.

You could argue that we should change the law to deal with this kind of situation. In earlier times, there were always healthy babies needing adoption, because family planning methods were not so effective as they are now. These days, however, most of the children who can be adopted are over six years old, often handicapped in some way. So a couple who want a young healthy baby cannot always adopt one; this is why the “test-tube” baby

Go on reading!



is in demand. But is it morally right to use this method? Should we tamper with (乱搞, 干预) nature in this way? Even if we can change the law, would this be the right step to take?

I think that couples who can't have a baby and who can't adopt one either should find other ways of fulfilling themselves. Obviously many married couples want a family; but perhaps they should ask themselves why they must have children, if the children don't arrive naturally. Should idea of the family be more important than anything else? I don't think so, especially when there is more opportunity for women to lead a full life in other ways these days. Also the emotional problems which may happen when artificial methods are used can affect a couple and their child badly in the end, so really, is it worth it?



502 words

Suggested reading time: 4' 35"

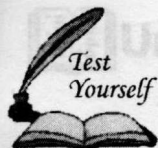
Go on reading

Go on reading

Go for exercises!







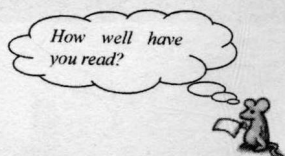
Test  
Yourself

## Reading Comprehension

Passage 3

**Directions:** Choose one best answer to each question.

1. Based on the information in the second paragraph, a test-tube baby was born from \_\_\_\_\_.
  - a. a test tube
  - b. a woman who was not its real mother
  - c. its real mother
  - d. a special carrier
2. In the past, since \_\_\_\_\_, there were always healthy babies waiting to be adopted.
  - a. parents were too busy at work to care for their young
  - b. the divorce rate was surprisingly high
  - c. the economic situation was too unfavorable for parents to support their families
  - d. the methods of birth control were not so effective as they are now
3. The word "handicapped" (Para. 4) means \_\_\_\_\_.
  - a. physical or mentally disabled
  - b. work done by hand
  - c. with a cap in hand
  - d. skill in working with the hands
4. According to the information of the passage, it is inferred that \_\_\_\_\_.
  - a. the law should be altered to legitimate artificial inseminations of the kind mentioned in paragraph 3
  - b. it isn't morally sound to carry out artificial inseminations
  - c. an infertile couple should adopt a child rather than make the wife pregnant by artificial insemination
  - d. idea of the family is more important than anything else
5. From the author's point of view, if a wife could not conceive a baby in the normal way, what would the couple most probably do?
  - a. They would find other methods of satisfying their own desire.
  - b. They would ask themselves why they must have a baby.
  - c. They would divorce each other.
  - d. They would adopt a child.





# Unit One



## Passage 3

The political issues of Africa are now in the limelight, at the very center of the world stage. But while Africa resounds with the speeches of politicians, and our newspapers are full of their printed echoes, another African issue is approaching its crisis — that of wild nature.

The issue is this — whether Africa's wild life and wild nature can survive, or whether they will be destroyed or whittled down to a poor remnant by the rising tides of overpopulation and industrial and other "development".

In the long run, this is more important than the political issue. Politics we shall always have with us, but if wild life is destroyed it is gone forever, and if it is seriously reduced, the restoration of it will be a lengthy and expensive business. Furthermore, wild life and wild nature constitute one of the major resources on which a politically evolving Africa can rely.

A recent working visit to Central and East Africa left me with three lasting impressions. The first was of the wonderful riches provided by nature in the region; the second of the many and multiform dangers threatening these riches; and the third of the new hope of averting these dangers.

The unique riches of Africa are its wild life and wild lands — tropical rain forest and tawny thorn bush, great lakes and rivers and waterfalls, rift valleys, volcanoes, strange plants and trees, and the fantastic variety of animal life, from butterflies and fish to great reptiles, birds and above all mammals — for all the world to wonder at and enjoy.

This area contains some of the world's biggest and rarest animals, and there are many people who believe that these animals will not be allowed to survive or at best will be restricted to a few small National Parks or other super-zoos.

But in reality, matters are not as bad as this. For one thing, the oldest essentially negative notion of preservation has been replaced by the positive concept of conservation. Then there has been recognition of the importance of scientific study of Africa's wild lands and their ecology. As a result of this there has been a new assessment of the value of wild life, both to separate Africa nations and to the world at large. It has been demonstrated that large areas of eastern Africa will yield more meat ( and can yield more profit) via game than via cattle or cultivation; meanwhile the wild life conserved in National Parks is proving to be a major source of revenue from tourist trade.



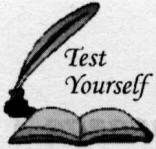
425 words

Suggested reading time: 4' 00"

Go for exercises!







## Reading Comprehension

**Directions:** Answer the following questions according to the passage you have just read.

1. Why does the author regard the wild life problem in Africa as more important than political issues?

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2. Explain the phrase “full of their printed echoes” (line 3).

\_\_\_\_\_

3. How do pessimists view the future of wild life in Africa?

\_\_\_\_\_

4. Why does the author describe “preservation” as a negative concept and “conservation” as a positive one?

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5. What had led to the new assessment of the value of wild life?

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How well have  
you read?





## Unit Two



### Passage 1

Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time: if corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the language those around him use. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, when children learn to do all the other things they learn to do without being taught — to walk, run, climb, whistle, ride a bicycle — compare those performances with those of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his own mistakes for himself, let alone correct them. We do it all for him. We act as if we thought that he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Soon he becomes dependent on the teacher. Let him do it himself. Let him work out, with the help of other children if he wants it, what this word says, what answer is to that problem, whether this is a good way of saying or doing this or not.

If it is a matter of right answers, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he tells us that he can't find the way to get the right answer. Let's end this nonsense of grades, exams, and marks. Let us throw them all out, and let the children learn what all educated persons must some day learn, how to measure their own understanding, how to know what they know or do not know.

Let them get on with this job in the way that seems most sensible to them, with our help as school teachers if they ask for it. The idea that there is a body of knowledge to be learnt at school and used for the rest of one's life is nonsense in a world as complicated and rapidly changing as ours. Anxious parents and teachers say, "But suppose they fail to learn something essential, something they will need to get in the world?" Don't worry! If it is essential, they will go out into the world and learn it.



416 words

Suggested reading time: 4' 00"

Go for exercises!

