大学英语阅读教程

COLLEGE ENGLISH READING COURSE

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前　言

英语阅读理解是大学英语学习中的重中之重，既是同学们夯实基础的关键又是各类英语考试的拿分大项，同时英语阅读理解的技能学习和掌握往往是难中之难，日常学习和应试把握常常无从下手，颇有“成也阅读败也阅读”的势态。新版《大学英语阅读教程》的编写基于这样一个理念：紧扣大学英语教学目标的要求，配合英语教师的日常教学，同时有针对性地为大学英语四、六级考试进行辅助和铺垫。试题材料主要选自近几年英、美等国出版的原文作品和报刊文章，选题紧紧围绕“代表性、科学性、前瞻性和操作性”的主题，由众多经验丰富的一线教师精心设计。全书试题由浅入深，循序渐进，内容新颖，趣味性强，旨在引导读者少走弯路，科学、快速地提高英语阅读理解能力，高效率地学习英语。

新版《大学英语阅读教程》每一分册都由阅读和快速阅读两部分组成。本套教程第一和第二分册的阅读部分一般保持在500词左右，快速阅读单词量在1 200词左右；第三和第四分册，文章难度加大，单词量也相应增加，阅读部分单词量在550～600词之间，快速阅读在1 500词左右。

语言和文化密不可分。语言具有丰富的文化内涵，文化意识也是语言综合运用能力的一个组成部分。新版《大学英语阅读教程》的选材具有浓厚的英语文化色彩，学习这套教材，不仅可以提高学生的英语阅读能力，更可让学生领略丰富多彩的异域文化，加深学生对英语文化的了解。

新版《大学英语阅读教程》是我们在大学英语教学内容和课程体系改革方面所做的一次大胆尝试。我们的目标是让学生通过自身实践，认真体会，积极思考和亲身体验，培养一定的语感，以期有效地提高他们的英语阅读能力。编写中定会存在不当和疏漏之处，敬请使用者批评指正。

马　冬

2009年7月

目 录

第一部分 阅读

第二部分　快速阅读

第一部分 阅 读

Passage One

One day an ordinary dog appeared in the ticket office at Campiglia, a busy railroad station on Italy's main line. A ticket agent named Elvio greeted the strange dog in a friendly way, so the dog decided to stay. From that day on, the dog became Elvio's shadow and was named Lampo.

Lampo kept Elvio company inside the ticket office. When the weather was warm, he would enjoy himself in the sun on the train platform. When it came time for Elvio to return home on the train at night, Lampo ran after the train for a long way and then sadly gave up and went back to the station.

One night as Elvio was riding home on the train, he noticed that Lampo was lying at his feet. Afraid that the conductor would see the dog on the train and shout at him, Elvio pushed Lampo under a seat. Luckily, the conductor did not notice that Lampo boarded the last train and he met his family. Then, after a short visit, Lampo boarded the last train and went back to the station. Lampo quickly learned all of the train schedules. He would ride home from work with Elvio every night and then ride back to the station alone. Every morning, Lampo arrived at Elvio's house in time to walk his young daughter, Mivna, to school. The faithful dog would then take another train to Campiglia to spend time with his master, then travel again to accompany Mivna home from school at 11:30.

Soon, Lampo began to take the trains all over Italy. Lampo became famous among the men who worked on the railroad, as his journeys became more frequent, complicated and mysterious. No one could explain why he traveled or how he always found the right train back to Campiglia. People decided that Lampo was a unique dog.

Some of the railroad officials were against Lampo's illegal travels. They were afraid he would bite a passenger or cause some other problems. Finally, the stationmaster threatened to call the dogcatcher if Elvio didn't get rid of the dog.

Elvio decided to put Lampo on a train going as far away as possible. Months went by and Lampo did not come back. Mivna missed him very much and prayed for his return. Finally one day, sad,

very thin, tired Lampo returned to Elvio's office. Everyone, even the stationmaster, was sorry about what had happened. From then on, Lampo was allowed to ride the trains whenever he wanted. After seven years, Lampo grew old, and he began to need Elvio's help to board the train.

One day Lampo was seen lying dead on the tracks. A year later, a life-sized statue of Lampo was set up at Campiglia station.

( )1. The first time Lampo took the train, Elvio was _____.

A. delighted that he was lucky B. afraid the dog would bite someone

C. afraid the conductor would see him and be angry

D. excited that Lampo would soon meet his family

( )2. Lampo's traveling all over Italy caused people to believe that _____.

A. he could read the train schedules B. he was famous in the country

C. Elvio secretly helped him D. he was a very special dog

( )3. The stationmaster threatened that if Elvio didn't get rid of the dog, _____.

A. Elvio would be fired

B. Lampo would be put on the train tracks

C. the stationmaster would send him away

D. a dogcatcher would be called

( )4. Which of the following is NOT mentioned in the story?

A. The dog was once sent away by Elvio.

B. The dog finally won the stationmaster's heart.

C. The dog was faithful to his master.

D. The dog died when he was seven years old.

( )5. The author suggests that a statue of Lampo was set up because _____.

A. the stationmaster felt sorry about what had happened

B. he had been a friend to travelers

C. it would bring good luck to the town

D. Elvio offered money to set up the statue

Passage Two

Fish Ears Tell Fish Tales

Fish have ears. Really. They're quite small and have no opening to the outside world carrying sound through the body. For the past seven years, Simon Thorrold, a university professor, has been examining fish ears, small round ear bones called otoliths.

As fish grow, so do their otoliths. Each day, their otoliths gain a ring of calcium carbonate (碳酸钙). By looking through a microscope and counting these rings, Thorrold can determine the exact age of a young fish. As a fish gets older, its otoliths no longer get daily rings. Instead, they get yearly rings, which can also be counted, giving information about the fish's age, just like the growth rings of a tree.

Ring counting is nothing new to fish scientists. But Thorrold has turned to a new direction. They're examining the chemical elements of each otolith ring.

The daily ring gives us the time, but chemistry tells us about the environment in which the fish swam on any given day. These elements tell us about the chemistry of the water that the fish was in. It also says something about water temperature, which determines how much of these elements will gather within each otolith ring.

Thorrold can tell, for example, if a fish spent time in the open ocean before entering the less salty water of coastal areas. He can basically tell where fish are spending their time at any given stage of history.

In the case of the Atlantic croaker, a popular saltwater food fish, Thorrold and his assistant have successfully followed the traveling of young fish from mid-ocean to the coast, a journey of many hundreds of miles.

This is important to managers in the fish industry, who know nearly nothing about the whereabouts of the young fish for most food fish in the ocean. Eager to learn about his technology, fish scientists are now lending Thorrold their ears.

( )1. What can we learn about fish ears from the text?

A. They are small soft rings.

B. They are not seen from the outside.

C. They are openings only on food fish.

D. They are not used to receive sound.

( )2. Why does the writer compare the fish to trees?

A. Trees gain a growth ring each day.

B. Trees also have otoliths.

C. Their growth rings are very small.

D. They both have growth rings.

( )3. Why is it important to study the chemistry of otolith rings?

A. The elements of the otoliths can tell the history of the sea.

B. Chemical contents of otoliths can tell how fast fish can swim.

C. We can know more about fish and their living environment.

D. Scientists can know exactly how old a fish is.

( )4. How would you understand "fish scientists are now lending Thorrold their ears"?

A. They are very interested in Thorrold's research findings.

B. They want to know where they can find fish.

C. They lend their fish for chemical studies.

D. They wonder if Thorrold can find growth rings from their ears.

( )5. Which of the following is NOT true according to the passage?

A. Thorrold's research findings are important to managers in fish industry.

B. We can know fish's age by observing its ears.

C. Thorrold's research is nothing new at all.

D. Otoliths can not be seen by naked eyes.

Passage Three

It was a quarter past nine as Marie hurried into the office building where she was going to work. Her bus had inched along through heavy morning traffic, making her a few minutes late for her very first job. She decided to start out half an hour earlier the next day.

Once inside the lobby, she had to stand at the elevators and wait several minutes before she could get on one going to the sixth floor. When she finally reached the office marked "King Enterprises", she knocked at the door nervously and waited. There was no answer. She tapped on the door again, but still there was no reply. From inside the next office, she could hear the sound of voices, so she opened the door and went in.

Although she was sure it was the same office she had been in two weeks before when she had had the interview with Mr. King, it looked quite different now. In fact, it hardly looked like an office at all. The employees were just standing around chatting and smoking. At the far end of the room, somebody must have just told a good joke, she thought, because there was a loud burst of laughter as she came in. For a moment she had thought they were laughing at her.

Then one of the men looked at his watch, clapped his hands and said something to the others. Quickly they all went to their desks and, in a matter of seconds, everyone was hard at work. No one paid any attention to Marie. Finally she went up to the man who was sitting at the desk nearest to the door and explained that this was her first day in the office. Hardly looking up from his work, he told her to have a seat and wait for Mr. King, who would arrive at any moment. Then Marie realized that the day's work in the office began just before Mr. King arrived.

Later she found out that he lived in Connecticut and came into Manhattan on the same train every morning, arriving in the office at 9:35, so his staff knew exactly when to start working.

( )1. Marie felt nervous when she knocked at the door because _____.

A. it was her first day in a new job

B. she was a little bit late for work

C. she was afraid that she had gone to the wrong place

D. there was no answer from inside the office

( )2. Marie could hardly recognize the office she went into because _____.

A. she had been there only once

B. Mr. King was not in the office

C. nobody was doing any work

D. the office had a new appearance

( )3. The people in the office suddenly started working because _____.

A. they saw a stranger in the office

B. they had finished their morning break

C. no one wanted to talk to Marie

D. the boss was about to arrive

( )4. We can infer from the text that the employees of the enterprise _____.

A. would start their work by listening to a joke

B. were cold to newcomers

C. were always punctual for work

D. lacked devotion to the company

( )5. The best title for this text would be _____.

A. Punctual Like a Clock B. A Cold Welcome

C. An Unpunctual Manager D. Better Late than Never

Passage Four

Is the Tie a Necessity?

Ties, or neckties, have been a symbol of politeness and elegance in Britain for centuries. But the casual Prime Minister Tony Blair has problems with them. Reports suggest that even the civil servants may stop wearing ties. So, are the famously formal British really going to abandon the neckties?

Maybe. Last week, the U.K.'s Cabinet Secretary Andrew Turnbull openly welcomed a tieless era. He hinted that civil servants would soon be free from the costliest 12 inches of fabric that most men ever buy in their lives.

In fact, Blair showed this attitude when he had his first guests to a cocktail party. Many of them were celebrities (知名人士) without ties, which would have been unimaginable even in the recent past.

For some more conservative British, the tie is a must for proper appearance. Earlier, Labor leader Jim Callaghan said he would have died rather than have his children seen in public without a tie. For people like Callaghan, the tie was a sign of being complete, of showing respect. Men were supposed to wear a tie when going to church, to work in the office, to a party —almost every social occasion.

But today, people have begun to accept a casual style even for formal occasions.

The origin of the tie is tricky. It started as something called simply a "band". The term could mean anything around a man's neck. It appeared in finer ways in the 1630s. Frenchmen showed a love of this particular fashion statement. Their neckwear (颈饰) impressed Charles Ⅱ, the king of England who was exiled (流放) to France at that time. When he returned to England in 1660, he brought this new fashion item along with him.

It wasn't, however, until the late 18th century that fancy young men introduced a more colorful, flowing piece of cloth that eventually became known as the tie. Then, clubs, military institutions and schools began to use colored and patterned ties to indicate the wearer's membership in the late 19th century. After that, the tie became a necessary item of clothing for British gentlemen.

But now, even gentlemen are getting tired of ties. Anyway, the day feels a bit easier when you wake up without having to decide which tie suits you and your mood.

( )1. The tie symbolizes all of the following except _____.

A. respect B. elegance C. politeness D. democracy

( )2. Why does Blair sometimes show up in a formal event without a tie?

A. Because he wants to make a show. B. Because he wants to attract attention.

C. Because ties are costly. D. Because he wants to live in a casual way.

( )3. Which of the following is NOT a social occasion?

A. Going to church. B. Going to work in the office.

C. Staying at home. D. Going to a party.

( )4. Who brought the Frenchmen's neckwear to Britain?

A. Tony Blair. B. Charles Ⅱ.

C. Jim Callaghan. D. Andrew Turnbull.

( )5. When did British gentlemen begin to wear ties regularly?

A. After the late 19th century. B. In the 1630s.

C. In 1660. D. In the late 18th century.

Passage Five

Where Have All the Frogs Gone?

In the 1980s, scientists around the world began to notice something strange: frogs were disappearing. More recent research has shown that many kinds of amphibians (两栖动物) are declining or have become extinct. They have been around for a long time — over 350 million years. Why are they dying out now?

Scientists are seriously concerned about this question. First of all, amphibians are an important source

of scientific and medical knowledge. By studying amphibians, scientists have learned about new substances that could be very useful for treating human diseases. Further research could lead to many more discoveries, but that will be impossible if the amphibians disappear.

The most serious aspect of amphibian loss, however, goes beyond the amphibians themselves. Scientists are beginning to think about what amphibian decline means for the planet as a whole. If the earth is becoming unlivable for amphibians, is it also becoming unlivable for other kinds of animals and human beings as well?

Scientists now believe that amphibian decline is due to several environmental factors. One of these factors is the destruction of habitat, the natural area where an animal lives. Amphibians are very sensitive to changes in their habitat. If they cannot find the right conditions, they will not lay their eggs. These days, as wild areas are covered with houses, roads, farms, or factories, many kinds of amphibians are no longer laying eggs. For example, the arroyo toad (蟾蜍) of southern California will only lay its eggs on the sandy bottom of a slow-moving stream. There are very few streams left in southern California, and those streams are often muddy because of building projects. Not surprisingly, the arroyo toad is now in danger of extinction.

There are a number of other factors in amphibian decline. Pollution is one of them. In many industrial areas, air pollution has poisoned the rain, which then falls on ponds and kills the frogs and toads that live there. In farming areas, the heavy use of chemicals on crops has also killed off amphibians. Another factor is that air pollution has led to increased levels of ultraviolet (UV) light. This endangers amphibians, which seem to be especially sensitive to UV light. And finally, scientists have discovered a new disease that seems to be killing many species of amphibians in different parts of the world.

All these reasons for the disappearance of amphibians are also good reasons for more general concern. The destruction of land, the pollution of the air and the water, the changes in our atmosphere, the spread of diseases — these factors affect human beings, too. Amphibians are especially sensitive to environmental change. Perhaps they are like the canary (金丝雀) bird that coal miners once used to take down into the mines to detect poisonous gases. When the canary became ill or died, the miners knew that dangerous gases were near and their own lives were in danger.

( )1. Losing amphibians means losing _____.

A. knowledge about fatal human diseases
B. knowledge about air and water pollution
C. a chance to discover new medicines
D. an opportunity to detect poisonous gases

( )2. Amphibians lay their eggs _____.

A. in any stream they can find
B. in places without UV light
C. only on sand
D. only in the right conditions

( )3. The arroyo toad is disappearing because _____.

A. it has been threatened by frogs
B. it is losing its habitat
C. a disease has been killing its eggs
D. it can't bear the cold of winter

( )4. Coal miners once used the canary bird to detect _____.

A. poisonous gases B. air pollution

C. water leakage D. radiation

( )5. Scientists think that the decline of amphibians could _____.

A. cause environmental change

B. cause a decline in other kinds of animal

C. be a warning signal for human beings

D. be a good sign for human beings

Passage Six

Everybody gets sick. Disease and injury make us suffer throughout our lives until, finally, some attack on the body brings our existence to an end. Fortunately, most of us in modern industrialized societies can take relatively good health for granted most of the time. In fact, we tend to fully realize the importance of good health only when we or those close to us become seriously ill. At such times we keenly appreciate the ancient truth that health is our most precious asset, one for which we might readily give up such rewards as power, wealth, or fame.

Because ill health is universal problem, affecting both the individual and society, the human response to sickness is always socially organized. No society leaves the responsibility for maintaining health and treating ill health entirely to the individual. Each society develops its own concepts of health and sickness and authorizes certain people to decide who is sick and how the sick should be treated. Around this focus there arises, over time, a number of standards, values, groups, statuses, and roles, in other words, an institution. To the sociologist, then, medicine is the institution concerned with the maintenance of health and treatment of disease.

In the simplest pre-industrial societies, medicine is usually an aspect of religion. The social arrangements for dealing with sickness are very elementary, often involving only two roles: the sick and the healer. The latter is typically also the priest, who relies primarily on religious ceremonies, both to identify and to treat disease. For example, bones may be thrown to establish a cause, and songs may be used to bring about a cure. In modern industrialized societies, on the other hand, the institution has become highly complicated and specialized, including dozens of roles such as those of brain surgeon, druggist, and hospital administrator, linked with various organizations such as nursing homes, insurance companies, and medical schools. Medicine, in fact, has become the subject of intense sociological interest precisely because it is now one of the most pervasive and costly institutions of modern society.

( )1. Which of the following statements is true according to Paragraph 1?

A. Nowadays most people believe they can have fairly good health.

B. Human life involves a great deal of pain and suffering.

C. Most of us are aware of the full value of health.

D. Ancient people believed that health was more expensive than anything else.

( )2. The word authorize in Paragraph 2 means _____.

A. make way for B. give power to

C. write an order for D. make it possible for

( )3. In Paragraph 2, we learn that the sociologist regards medicine as _____.

A. a system whose purpose is to treat disease and keep people healthy

B. a universal problem that affects every society

C. a social responsibility to treat ill health

D. a science that focuses on the treatment of disease

( )4. According to Paragraph 3, which of the following is NOT true?

A. In the past, bones might be used to decide why people fell ill.

B. In pre-industrial societies priests sometimes treated patients by singing.

C. Modern medicine is so complicated that sociology no longer has a place in it.

D. There were only two roles in an elementary medical system, the patient and the one who tried to cure him.

( )5. The author of this passage is mainly concerned with _____.

A. sociological aspects in medicine

B. medical treatment of diseases

C. the development of medical science

D. the role of religion in medicine

Passage Seven

By the Treaty of Paris of 1763, which ended the war with the French and the Indians, England gained possession of Canada and all the territory east of the Mississippi River. French influence on this continent thus came to an end; England now controlled most of North America. But the war had been long and expensive. England had many debts. George Ⅲ, King of England, after consulting with his advisers, decided that the American colonists should help pay some of the expenses of this war. A standing English army of 10 000 men had been left in the colonies for protection against the Indians. The English government also felt that the colonists should share the expenses of maintaining this army. The result was a series of measures, the Grenville Program, passed by Parliament and designed to raise money in the colonies. Some of these measures were accepted by the colonists, but one in particular, the Stamp Act, was met with great

protest. The Stamp Act required that stamps, ranging in price from a few cents to almost a dollar, be placed on all newspapers, advertisements, bills of sale, wills, legal papers, etc. The Stamp Act was one of the causes of the American Revolution. It affected everyone, rich and poor alike. Some businessmen felt that the act would surely ruin their businesses.

Of all the voices raised in protest to the Stamp Act, none had greater effect than that of a young lawyer from Virginia Patrick Henry. Henry had only recently been elected to the Virginia Assembly. Yet when the Stamp Act came up for discussion, he opposed it almost single-handedly. He also expressed, for the first time, certain ideas that were held by many Americans of the time but that never before had been stated so openly. "Is life so dear or peace so sweet, as to be bought at the price of chains and slavery? Forbid it, Almighty (万能的) God! I know not what course others may take, but as for me, give me liberty, or give me death!"

( )1. From the text we learn that _____.

A. Britain took over Canada from the Indians in 1763

B. there had been a war between the French and the Indians which ended in 1763

C. France used to have control of Canada and some areas east of the Mississippi River

D. the French still kept some influence in North America through the Treaty of Paris

( )2. The Grenville Program refers to _____.

A. King George Ⅲ's plan to gather money in North America

B. the British government's desire to raise money in North America

C. a plan to share the expenses of maintaining an army in the American colonies

D. a decision of the British Parliament to collect money in the American colonies

( )3. The Stamp Act _____.

A. was an act about selling stamps at prices from a few cents to almost a dollar

B. required that all commercial and legal documents in America have stamps on them

C. was the main cause of the American Revolution

D. chiefly affected business people who felt it would ruin their businesses

( )4. From the text we learn that Patrick Henry _____.

A. had been a member of the Virginia Assembly for a long time

B. didn't know what courses to take to complete his studies as a lawyer

C. was almost the only one who openly protested against the Stamp Act

D. didn't value life or peace as much as other people did

( )5. This passage is mainly about _____.

A. one of the events leading to the American Revolution

B. the Treaty of Paris between Britain and France

C. the Grenville Program to raise money in the American colonies

D. Patrick Henry, a hero who opposed the Stamp Act

Passage Eight

Controlling Robots with the Mind

Belle, our tiny monkey, was seated in her special chair inside a chamber at our Duke University lab. Her right hand grasped a joystick (操纵杆) as she watched a horizontal series of lights on a display panel. She knew that if a light suddenly shone and she moved the joystick left or right to correspond to its position, she would be sent a drop of fruit juice into her mouth.

Belle wore a cap glued to her head. Under it were four plastic connectors, which fed arrays of microwires—each wire finer than the finest sewing thread—into different regions of Belle's motor cortex (脑皮层), tile brain tissue that plans movements and sends instructions. Each of the 100 microwires lay beside a single motor neuron (神经元). When a neuron produced an electrical discharge, the adjacent microwire would capture the current and send it up through a small wiring bundle that ran from Belle's cap to a box of electronics on a table next to the booth. The box, in turn, was linked to two computers, one next door and the other half a country away.

After months of hard work, we were about to test the idea that we could reliably translate the raw electrical activity in a living being's brain—Belle's mere thoughts—into signals that could direct the actions of a robot. We had assembled a multi-jointed robot arm in this room, away from Belle's view, which she would control for the first time. As soon as Belle's brain sensed a lit spot on the panel, electronics in the box running two real-time mathematical models would rapidly analyze the tiny action potentials produced by her brain cells. Our lab computer would convert the electrical patterns into instructions that would direct the robot arm. Six hundred miles north, in Cambridge, Mass., a different computer would produce the same actions in another robot arm built by Mandayam A. Srinivasan. If we had done everything correctly, the two robot arms would behave as Belle's arm did, at exactly the same time.

Finally the moment came. We randomly switched on lights in front of Belle, and she immediately moved her joystick back and forth to correspond to them. Our robot arm moved similarly to Belle's real arm. So did Srinivasan's. Belle and the robots moved in synchrony (同步), like dancers choreographed (设计舞蹈动作) by the electrical impulses sparking in Belle's mind.

In the two years since that day, our labs and several others have advanced neuroscience, computer science and microelectronics to create ways for rats, monkeys and eventually humans to control mechanical and electronic machines purely by "thinking through" or imagining the motions. Our immediate goal is to help a person who has been unable to move by a neurological (神经的) disorder or spinal cord (脊髓) injury, but whose motor codex is spared, to operate a wheelchair or a robotic limb.

( )1. Belle would be fed some fruit juice if she _____.