

大学英语

阅读教程

COLLEGE ENGLISH
READING COURSE

主 编 马 冬 (第一册) 修订版
副主编 张丽丽 姜 宏



哈尔滨工业大学出版社

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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

Passage One	(1)
Passage Two	(2)
Passage Three	(3)
Passage Four	(5)
Passage Five	(6)
Passage Six	(7)
Passage Seven	(9)
Passage Eight	(10)
Passage Nine	(12)
Passage Ten	(13)
Passage Eleven	(15)
Passage Twelve	(16)
Passage Thirteen	(17)
Passage Fourteen	(18)
Passage Fifteen	(20)
Passage Sixteen	(21)
Passage Seventeen	(23)
Passage Eighteen	(24)
Passage Nineteen	(26)
Passage Twenty	(27)
Passage Twenty-one	(28)
Passage Twenty-two	(30)
Passage Twenty-three	(31)
Passage Twenty-four	(33)
Passage Twenty-five	(34)
Passage Twenty-six	(36)
Passage Twenty-seven	(37)
Passage Twenty-eight	(39)
Passage Twenty-nine	(40)
Passage Thirty	(42)
Passage Thirty-one	(43)
Passage Thirty-two	(45)
Passage Thirty-three	(46)
Passage Thirty-four	(48)

Passage Thirty-five	(49)
Passage Thirty-six	(50)
Passage Thirty-seven	(52)
Passage Thirty-eight	(53)
Passage Thirty-nine	(55)
Passage Forty	(56)
Passage Forty-one	(58)
Passage Forty-two	(59)
Passage Forty-three	(60)
Passage Forty-four	(62)
Passage Forty-five	(63)
Passage Forty-six	(64)
Passage Forty-seven	(66)
Passage Forty-eight	(67)
Passage Forty-nine	(68)
Passage Fifty	(70)
Passage Fifty-one	(72)
Passage Fifty-two	(73)
Passage Fifty-three	(75)
Passage Fifty-four	(76)
Passage Fifty-five	(78)
Passage Fifty-six	(79)
Passage Fifty-seven	(80)
Passage Fifty-eight	(81)
Passage Fifty-nine	(83)
Passage Sixty	(84)
Passage Sixty-one	(85)
Passage Sixty-two	(87)

第二部分 快速阅读

Passage One	(89)
Passage Two	(92)
Passage Three	(95)
Passage Four	(97)
Passage Five	(100)
Passage Six	(103)

Passage Seven	(105)	Passage Thirty-one	(173)
Passage Eight	(109)	Passage Thirty-two	(176)
Passage Nine	(112)	Passage Thirty-three	(180)
Passage Ten	(115)	Passage Thirty-four	(183)
Passage Eleven	(118)	Passage Thirty-five	(185)
Passage Twelve	(121)	Passage Thirty-six	(188)
Passage Thirteen	(124)	Passage Thirty-seven	(191)
Passage Fourteen	(126)	Passage Thirty-eight	(193)
Passage Fifteen	(129)	Passage Thirty-nine	(197)
Passage Sixteen	(131)	Passage Forty	(200)
Passage Seventeen	(134)	Passage Forty-one	(203)
Passage Eighteen	(137)	Passage Forty-two	(206)
Passage Nineteen	(140)	Passage Forty-three	(210)
Passage Twenty	(142)	Passage Forty-four	(213)
Passage Twenty-one	(144)	Passage Forty-five	(216)
Passage Twenty-two	(146)	Passage Forty-six	(218)
Passage Twenty-three	(148)	Passage Forty-seven	(220)
Passage Twenty-four	(151)	Passage Forty-eight	(223)
Passage Twenty-five	(154)	Passage Forty-nine	(226)
Passage Twenty-six	(157)	Passage Fifty	(230)
Passage Twenty-seven	(160)	Passage Fifty-one	(234)
Passage Twenty-eight	(163)	Passage Fifty-two	(237)
Passage Twenty-nine	(165)	参考答案	(240)
Passage Thirty	(169)		

第一部分 阅 读

Passage One

After World War II there was a boom in the recording business, and by the 1970's the industry had become an annual \$ 2 billion giant. During the immediate postwar years, favorite performers remained popular, but from the 1950's on, recordings—and constant repetition on the air—introduced new type of popular music.

One of the most pervasive was rock and roll, whose first hero was Elvis Presley. He was followed by the Beatles (from England) and Bob Dylan. Rock music developed into loud and dissonant "acid" rock, associated with the drug culture of the 1960's and feared at the Wood-stock festival of 1969. In the 1970's, a more mellow form of rock emerged, which became a major element of the popular-music scene.

Country and western music was another type to achieve tremendous popularity. An outgrowth of folk music, country and western, with its capital in Nashville, Tenn, featured such stars as the Carter Family, Jimmie Rodgers, Hank Williams, Roy Clark, and the team of Homer and Jethro.

These types of new music had in common their appeal to youth. Popular music became a symbol of the youth rebellion against the establishment, and for the first time it was written and performed by the young for the young.

- () 1. What is mainly discussed in the passage?
- A. Prosperity in the recording business. B. Some popular performers.
C. New types of popular music. D. Popular music for the young.
- () 2. Which of the following is mentioned as one of the most popular music in the passage?
- A. folk music B. "acid" rock
C. rock and roll D. country and western music
- () 3. What is connected with the so-called "drug culture" in the passage?
- A. folk music B. mellow rock

- ### C. rock music

D. country and western music

() 4. What is the main feature of the popular music scene, according to the passage?

A. loudness

C. hoarseness

A. They came from the young.

B. They symbolized the young.

C. They recorded the young.

D. They appealed to the young.

Stocking and his exploits became known in every European country, and he came to represent the Natural Man who opposes anything that is "agin nature" or "agin reason". The figure of Leather-Stocking, in the rich landscape of the forests where he hunted, provided for generations of Europeans what the French called the "matter of America".

- () 1. What is the main topic discussed in the passage?
- A. Brave attempts at the use of American materials.
B. Some pioneers in American literature.
C. The contemporaries of James Fenimore Cooper.
D. An American writer, James Fenimore Cooper.
- () 2. Which of the following novels is mentioned as the first American novel in the passage?
- A. The Spy. B. Wieland.
C. The Power of Sympathy. D. Modern Chivalry.
- () 3. Which of the following novels made Cooper an early master of the sea story?
- A. The Pioneers. B. The Pilot.
C. The Last of the Mohicans. D. The Pathfinder.
- () 4. Which of the following writers made efforts in applying psychological sensationalism in his novel?
- A. Washington Irving. B. James Fenimore Cooper.
C. Charles Brockden Brown. D. Hugh Henry Brackenridge.
- () 5. Which of the following is NOT true of Cooper's works?
- A. The Spy was considered the best work of Cooper.
B. Leather Stocking Tales described the "matter of America".
C. American Democrat was written from a conservative viewpoint.
D. The Pilot ensured Copper the lasting reputation.

Passage Three

For a decade after 1783 Indian hostility discouraged immigration. A small settlement at Marietta, in what later became Ohio, and a few scattered along the river as far south as Cincinnati marked the beginning of white occupation. After two disastrous attempts had been made to quell the Indians, troops under Gen. Anthony Wayne decisively defeated them at Fallen Timbers near the rapids of the Maumee in 1794, and the next year the Treaty of Greenville brought peace to most of what became Ohio. By 1800 the rush of people to the Middle West was beginning in earnest. Thereafter the spread and direction of settlement is roughly charted in the dates of admission of the states: Ohio entered the

Union in the dates of admission of the states: Ohio entered the Union in 1803; Indiana in 1816; Illinois, 1818; Missouri, 1821; Michigan, 1837; Iowa, 1846; Wisconsin, 1848; Minnesota, 1858; Kansas, 1861; Nebraska, 1867; North Dakota and South Dakota, 1889.

In 1796 Congress, in revising the Land Law of 1785, raised the minimum price an acre to \$ 2.00. Four years later it reduced to 320 acres the minimum amount that could be purchased and allowed four years to complete payment. In 1800 the Northwest Territory had a population of 51,000 compared with about 2,600,000 each in the northeastern states and the South. By 1840 the population of these two sections had doubled; that of the Middle West had increased almost 60-fold to 3,300,000. By 1870 population of all three sections was roughly equal—a condition that would continue for many decades.

Unlike the region south of the Ohio River, which drew settlers largely from the older southern states, the Ohio Valley was attractive to immigrants both from the older states and from Europe. Germans, Irish, Scandinavians, and others joined the push into the region, contributing to the heterogeneity of the population.

With relatively little waste land in the region, productive farms soon blanketed the area. With growing markets in the South, the East, and Europe, the great problem was to find ways to reach these markets with the farm produce. Bulky commodities such as corn and wheat could be marketed locally or down river as grain or flour. Corn could also be sent to market as pork, beef, or whiskey. In the first decade of the 19th century, farmers in the Scioto Valley fattened cattle on corn and drove them across the mountains to eastern markets, thus initiating a business that would continue until railroads made such long drives unprofitable. Hogs were sometimes driven but more often were slaughtered locally and the meat processed and barrelled for river shipment.

- () 1. What is probably a best title for the passage?
 - A. The Submission of the Indians.
 - B. The Cessation of the West.
 - C. The Conquest of the Union.
 - D. The Expansion of the Union.
- () 2. What indicated the beginning of the white occupation of the Indian regions?
 - A. The rush of people to the Middle West.
 - B. The battle at the Fallen Timbers.
 - C. The settlement in Ohio.
 - D. The attempts to quell the Indians.
- () 3. What was the population of the South in 1840, according to the passage?
 - A. 3,300,000
 - B. 2,600,000
 - C. 102,000
 - D. 5,200,000
- () 4. Where had the settlers in the south of the Ohio River mostly come from?
 - A. The older southern states
 - B. European immigrants
 - C. Germans
 - D. Scandinavians
- () 5. What can be inferred from the last paragraph of the passage?
 - A. Diversity characterized the economy.
 - B. It was unprofitable at the beginning of a business.

- C. Transportation hindered the development of trade.
- D. Processing technique prevented the growth of a business.

Passage Four

Political disaster befell the Republicans in the trans-Mississippi West, resulting from an economic and psychological depression that enveloped the region after widespread crop failures and the collapse of inflated land prices in the summer of 1887. The Western boom had begun in the late 1870s, when the tide of migration into the unoccupied farmlands beyond the Mississippi quickly led to the settlement of hitherto unoccupied parts of Iowa and Minnesota and to the pushing of the frontier westward across the plains almost literally to the shadows of the Rocky Mountains.

Westward expansion was encouraged by the railroads that served the region. It was supported by the satisfactory price and encouraging foreign market for wheat, the money crop of the plains. For ten years, from 1877 through 1886, the farmers on the plains had the benefit of an abnormal generous rainfall, leading many to assume that climatic conditions had changed and that the rain belt had moved westward to provide adequate rainfall for the plains. Confidence was followed by unrestrained optimism that engendered wild speculation and a rise in land prices. Lured on by these illusions, the settlers went into debt to make improvements on their farms while small-town leaders dreamed of prodigious growth and authorized bond issues to construct the public improvements they felt certain would soon be needed.

The collapse of these dreams came in 1887. The year opened ominously when the plains were swept by a catastrophic blizzard in January that killed thousands of head of cattle and virtually destroyed the cattle industry of the open range. The following summer was dry and hot; crops were poor; and, to compound the woes of the farmers, the price of wheat began to slide downward. The dry summer of 1887 was the beginning of a ten-year cycle of little rainfall and searingly hot summers. By the autumn of 1887 the exodus from the plains had begun; five years later, areas of western Kansas and Nebraska that had once been thriving agricultural centers were almost depopulated. The agricultural regions east of the plains were less directly affected, though there the farmers suffered from the general decline in farm prices.

- () 1. What is mainly discussed in the passage?
- A. The joy and sorrow of the inhabitants in the West.
 - B. The hardship in West Expansion.
 - C. The fluctuation of economy in the West.
 - D. The challenge in West Expansion.

- () 2. What marked the beginning of the boom in the West, according to the passage?
- A. The settlers pushed the frontier to the Rocky Mountains.
B. The settlers in the West cultivated unoccupied farmland.
C. Migrants flooded into and settled in the West.
D. The colonies of Iowa and Minnesota took an active part in the pushing Westward.
- () 3. Which of the following is NOT mentioned as a factor to encourage the Westward Expansion?
- A. The regional railroad. B. The good price.
C. An adequate rainfall. D. The foreign market.
- () 4. What is implied about the weather in the West, according to the passage?
- A. The West had a favourable weather for crop.
B. The rain belt moved to the West.
C. The West had an irregular weather.
D. The weather remained stable for good.
- () 5. What was true of the areas of western Kansas and Nebraska, according to the passage?
- A. They became thriving and prosperous center by the autumn of 1887.
B. They survived from the disaster.
C. They began to decline in economy.
D. They were lessened in their inhabitants.

Passage Five

Variation is as fundamental to the life sciences as regularity is to the physical sciences. The genetic material, deoxyribonucleic acid (DNA), can provide a common basis for terrestrial life forms just because it can exist in a virtually infinite number of chemical species that are determined by the particular sequence of nucleotides within the larger molecule. This chemical variety, together with the ability of DNA to duplicate itself, gives the molecular foundation for the dual phenomena of variation and conservative transmission which underlie the evolutionary process.

However, knowledge of the fascinating complexities of molecular pathways from the inherited genetic material to its ultimate expression in the developed organism is not crucial to an understanding of the concept of heritability, just as Gregor Mendel's complete ignorance of the chemical or even cytological basis of inheritance was not an impediment to his discovery of the laws which this inheritance obeys. Nevertheless, some common features of the mechanism of inheritance need to be surveyed and the essential principles identified. I shall restrict the discussion of these principles to the case most often encountered in sexually reproducing animals and plants.

In such cases the genes, the units of heredity, are organized in pairs having their material basis in the pairs of chromosomes which make up the complement of the nucleus of each cell in the body of the organism. For example, the 46 chromosomes of the human karyotype represent 22 pairs of homologous chromosomes along with the special case of the sex determining pair. There are very many genes located on the chromosomes, perhaps 100,000 in man. Any particular gene may be thought of as residing at a particular locus on the chromosome. The genes found at a particular locus are not necessarily identical for different individuals or even for the different members of the pair of homologous chromosomes; between one third and one half of the genetic loci show such genetic variation, or polymorphism, in man. The alternative forms of a gene at a particular locus are called alleles.

- () 1. What is essential to the physical sciences, according to the passage?
- A. variation B. regularity
C. duplication D. evolution
- () 2. What can control the chemical species, according to the passage?
- A. Deoxyribonucleic acid. B. Larger molecules.
C. Chemical variables. D. Particular sequence of nucleotides.
- () 3. What may be understood as the basis of the evolutionary process?
- A. The chemical species.
B. The variation and conservative transmission.
C. The molecular structure.
D. The ability of DNA to duplicate itself.
- () 4. What is true of Gregor Mendel, according to the passage?
- A. He was erudite in chemistry and in cytology, so he discovered the law of inheritance.
B. He discovered the law of inheirtance on the basis of chemistry.
C. He did not have much knowledge of chemistry and cytology, but he discovered the law of inheritance.
D. He made further study of cytology and discovered the law of inheritance.
- () 5. Which of the following is used by the author to explain the inheritance in the passage?
- A. Sexually reproducing animals. B. Chromosomes.
C. The units of heredity. D. The complement of the nucleus.

Passage Six

Nitrogenase thus represents a delicate complex system that helps maintain the nitrogen cycle and ensures a steady supply of nitrogen to various ecosystems, including those of agriculture, forest,

grassland, etc. As was pointed out in the introduction, fixation of N_2 accounts for nearly two-thirds of the nitrogen input into the world's soils. Since most of the fertile soils are today exploited for the production of food, fibre or wood, it is obvious that diazotrophy is fundamental to man's economy.

Human greed and ignorance is causing irreparable damage to ecosystems which can then no longer sustain the survival of organisms (including diazotrophs). The situation is becoming more alarming as excessive amounts of nitrogenous fertilizers, pesticides, insecticides and fungicides are being applied regularly in modern agriculture without considering their adverse impact on the environment. This results in the reduction diazotrophy and of intensification of pollution. There is a large gap between the production and consumption of nitrogenous fertilizers in the developing countries compared with the developed world. This gap is rapidly widening and there are added constraints on the technological development of fertilizer industries related to lack of good road, rail or port facilities, inadequate power supplies, non-availability of raw materials, poor storage, improper distribution and extension services and in some cases inefficient managerial or maintenance skills.

These problems could be overcome if biological nitrogen fixation could be improved to an extent that would reduce the input of nitrogenous fertilizers in agriculture. The areas, in which there could be improvement in N_2 fixation, are identified as the isolation and development of strains of diazotrophs showing: (i) no H_2 evolution, as 25% energy is wasted in this process; (ii) tolerance to mineral nitrogen, especially ammonium ions as fertilizers, which tends to inhibit nitrogenase activity; (iii) tolerance to high levels of available aluminium and manganese, such as are found in acid soils and (iv) tolerance to seed applied pesticides, which inevitably come into contact with both seed applied *Rhizobium* inocula and diazotrophs growing in the rhizosphere. In addition, there are prospects of extending symbiotic associations of *Rhizobium* to non-leguminous crops, particularly cereals, as well as the possibility of conferring diazotrophy on other micro-organisms growing in the soil by tissue culture (especially protoplast fusion) and genetic engineering.

- () 1. What is mainly discussed in the passage?
- The irreparable damage to the survival of organisms in ecosystem.
 - The pollution of nitrogen in soil.
 - The production and consumption of fertilizers.
 - The balance of micro-organism in agriculture.
- () 2. Which of the following is mentioned as a role of nitrogenase in ecosystems?
- To activate the supply of nitrogen.
 - To retain the nitrogen cycles.
 - To fertilize poor soil.
 - To ensure the production of food.
- () 3. What is served as the cause of irremediable damage to ecosystem, according to the passage?
- Human greed and ignorance.
 - Excessive amounts of nitrogenous fertilizers.
 - Adverse impact of nitrogenous pesticides.
 - Regular spread of insecticides and fungicides.
- () 4. Which of the following tends to restrain nitrogenase activity?

- A. No H₂ evolution.
 - B. Tolerance to seed applied pesticides.
 - C. Tolerance to mineral nitrogen.
 - D. Tolerance to high levels of available aluminum and manganese.
- () 5. What is mentioned as the solution to the problems in the passage?
- A. To improve biological nitrogen fixation in agriculture.
 - B. To reduce the input of nitrogenous fertilizers in agriculture.
 - C. To isolate the strain of diazotroph.
 - D. To get rid of nearly two-thirds of nitrogen in soil.

Passage Seven

The energy in fuels such as coal, gas, and oil is chemical energy. Chemical energy comes from the bonds which hold the atoms together. Radioactive fuels contain nuclear energy. This energy comes from the force that holds the nucleus together. The bonds that hold the nucleus together are stronger than the bonds that hold atoms together. Therefore, radioactive materials contains much more energy than substances such as coal. However, even our uranium supplies will not last forever. Scientists are now trying to control thermonuclear energy. This is the energy that makes the sun and other stars shine. Thermonuclear energy could be obtained from hydrogen. Water is a compound of hydrogen and oxygen and there are huge amounts of water on the earth. Hydrogen could be extracted from this water and this would give us a virtually unlimited supply of energy. But there are many difficult technical problems to be solved first. Another possibility is not to use a fuel for energy at all. The sun gives off large amounts of energy as heat and light. This energy is called solar energy. It is possible to convert solar energy into electrical energy. So far, this has only been done on a very small scale. Geothermal energy flows from the hot interior of the earth to the surface. In a few places, pipes buried at great depths bring superheated steam to the surface to drive turbines to generate electricity. Near Reykjavik, Iceland, hot water from geothermal wells is used to heat buildings. Tidal power is another possibility. But again, there are many difficulties to be overcome first.

- () 1. What is the main topic of the passage?
- | | |
|--------------------------|-----------------------|
| A. Kinds of Energy. | B. Chemical Energy. |
| C. Thermonuclear Energy. | D. Geothermal Energy. |
- () 2. Which of the following contains more energy?
- | | |
|----------------------|----------|
| A. oil | B. atoms |
| C. nuclear materials | D. coal |

- () 3. According to the passage, where does thermonuclear energy most probably come from?
 A. The sun. B. Stars.
 C. Oxygen. D. Hydrogen.
- () 4. Which of the following energy is NOT mentioned in the passage?
 A. Fossil energy. B. Thermonuclear energy.
 C. Geothermal energy. D. Solar energy.
- () 5. According to the passage, solar energy is converted into electricity _____.
 A. on a large scale B. on a small scale
 C. only in advanced countries D. many places in the world

Passage Eight

Generally speaking, Progressivism was the response of various groups to problems raised by the rapid industrialization and urbanization that followed the Civil War. These problems included the spread of slums and poverty; the exploitation of labour; the breakdown of democratic government in the cities and states caused by the emergence of political organizations, or machines, allied with business interests; and a rapid movement toward financial and industrial concentration. Many Americans feared that their historic traditions of responsible democratic government and free economic opportunity for all were being destroyed by gigantic combinations of economic and political power.

Actually there was not, either in the 1890s or later, any one Progressive movement. There were numerous movements for reform and reconstruction on the local, state, and national levels that were too diverse, and sometimes too mutually antagonistic, ever to coalesce into a national crusade. But they were generally motivated by common assumptions and goals—e. g., the repudiation of individualism and laissez-faire, concern for the underprivileged and downtrodden, the restoration of government to the rank and file, and the enlargement of governmental power in order to bring industry and finance under a measure of popular control.

The origins of Progressives were as complex and are as difficult to describe as the movement itself. In the vanguard were various agrarian crusades, such as the Grangers and the Populists and Democrats under Bryan, with their demands for stringent railroad regulation and national control of banks and the money supply. At the same time a new generation of economists, sociologists, and political scientists was undermining the philosophical foundations of the laissez-faire state and constructing a new ideology to justify democratic collectivism; and a new school of social workers was establishing settlement houses and going into the slums to discover the extent of human degradation. Allied with them was a growing body of ministers, priests, and rabbis—proponents of what was called

the Social Gospel—who struggled to arouse the social concerns and consciences of their parishioners. Finally, journalists called “muckrakers” probed into all the dark corners of American life and carried their message of reform through mass-circulation newspapers and magazines.

- () 1. What is mainly discussed in the passage?
- A. Some social problems after the Civil War.
 - B. Some diverse movements in America.
 - C. A reformation in society after the Civil War.
 - D. A convergence of social forces against social evils after the Civil War.
- () 2. Which of the following is NOT mentioned as one of the problems raised by the rapid industrialization and urbanization?
- A. The spread of slums and poverty.
 - B. The exploitation of labour.
 - C. The breakdown of democratic government.
 - D. The emergence of political organization allied with business interest.
- () 3. Which of the following is the fear shared by many Americans after the Civil War according to the passage?
- A. The combination of economic and political power.
 - B. The tendency of financial and industrial concentration.
 - C. No equal economic opportunities for all.
 - D. The destruction of the traditions of responsible democratic government.
- () 4. Why does the author mention the Grangers and the Populists and Democrats under Bryan in the passage?
- A. To give examples of numerous organizations.
 - B. To show the popularity of the progressivism.
 - C. To suggest the importance of progressivism.
 - D. To indicate some of the persistent organizations.
- () 5. Which of the following can be considered as the aim of the Social Gospel?
- A. To uncover the social evil.
 - B. To free the inhabitants from sinfulness.
 - C. To wake up the people.
 - D. To discover the extent of human degradation.