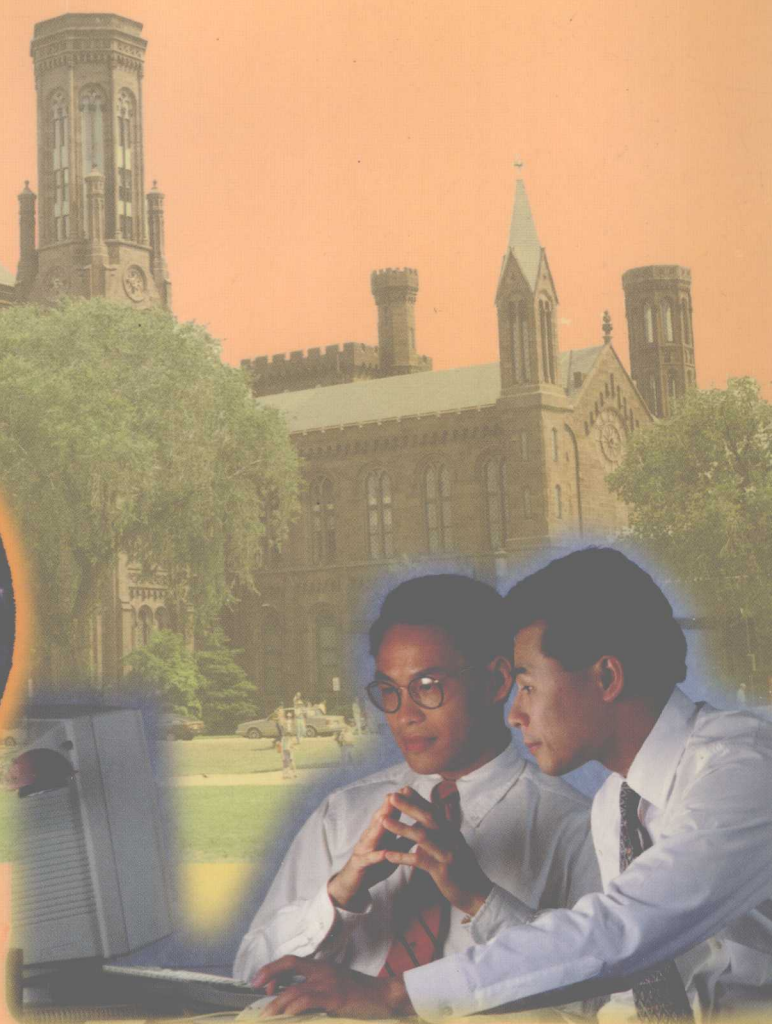


A Way to Successful Reading

大学英语阅读

第三册

马玉玲 主编



中国铁道出版社

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第三册

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内 容 简 介

本丛书是根据现今大学生的水平和大学英语的教学要求,组织编写的适合普通理工科院校学生使用的大学英语阅读辅助材料。本丛书共四册,第一、二册各15单元,适合大学一年级使用,内容注重休闲阅读,主要选材注重知识性、趣味性、情节性。第三、四册各12单元适合大学二年级使用,第三册注重介绍词法,根据上下文和构词法猜测词义,对多义词的词义的判断;第四册注重介绍长难句的理解,寻找篇章主题,读懂作者言下之意,领会作者的态度等等。

本书为第三册,适合普通理工科院校二年级学生英语阅读使用。

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前 言

阅读是掌握语言知识、打好语言基础、获取信息的重要渠道。我国大学生走上工作岗位后所需要的主要语言技能是阅读能力。因此《大学英语教学大纲》始终注重阅读能力的培养。从语言学习的规律来看,英语应用能力的提高是建立在大量的语言输入,尤其是大量阅读的基础之上的。在多年的教学中我们深刻地体会到,仅仅依靠主教材的课文,难以达到“在大量的语言输入基础上提高英语应用能力”的目的。根据现今大学生的水平和大学英语的教学要求,我们迫切需要一套适合普通理工科院校学生使用的大学英语阅读辅助材料,这是本套教材的编写初衷。

《大学英语阅读》共四册,第一、二册各15单元,每单元阅读量为5 000~6 000词,适合在大学一年级使用。由于学生刚进入大学,各方面都处于适应阶段,这两册注重休闲阅读,选材以知识性、趣味性、情节性强的短文、小故事、小说为主,配合恰当的注释,扫清学生阅读中的障碍,适量的练习加深学生对文章的理解,加强他们对词汇的掌握,以达到通过大量的语言输入加强语感和语言实际运用能力的目的。

第三、四册各12单元,每单元含4篇与大学英语三级、四级要求长度、难度相当的短文,其中前3篇短文后各设5道选择题,第4篇短文后设5个简答题,每篇短文中各有一句话需要学生译成中文。后两册的前半部分配有阅读技巧介绍。第三册注重介绍词法,根据上下文和构词法猜测词义,对多义词的词义的判断等;第四册注重介绍长难句的理解,寻找篇章主题,读懂作者言下之意,领会作者的态度等等。通过这两册的训练,学生们将较大幅度地提高英语阅读能力,并能更好地把握大学英语四级考试的阅读理解题型。

本书为《大学英语阅读》第三册,由北方交通大学人文学院马玉玲主编,参加编写的有北方交通大学人文学院马玉玲、王建荣、陈英、张宏、郭佳、郭艳秋、唱宇、李江静、邹枚等老师。

编 者
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Contents

大学英语阅读能力的提高	1
Unit One	8
Unit Two	15
Unit Three	24
Unit Four	30
Unit Five	38
Unit Six	46
Unit Seven	54
Unit Einght	65
Unit Nine	80
Unit Ten	88
Unit Eleven	98
Unit Twelve	108
Keys to the Exercises	117

大学英语阅读能力的提高

一、教学大纲对阅读能力的基本要求

根据《大学英语教学大纲》(1999)的规定:“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。大学英语教学应帮助学生打下扎实的语言基础,掌握良好的语言学习方法,提高文化素养,以适应社会发展和经济建设的需要。”大学英语基础阶段学习对阅读能力的基本要求是:“能顺利阅读语言难度中等的一般性题材的文章,掌握中心大意以及说明中心大意的事实和细节,并能进行一定的分析、推理和判断,领会作者的观点和态度,阅读速度达到每分钟 70 词(wpm)。在阅读篇幅较长、难度略低、生词不超过总词数 3%的材料时,能掌握中心大意,抓住主要事实和有关细节,阅读速度达到每分钟 100 词。”大学英语三级的精读量是 8000 词,泛读量是 35000 词。

大纲强调:阅读能力是大部分大学生今后工作所需的主要语言技能。在大学英语教学中要始终注重阅读能力的培养。从语言学习的规律来看,英语应用能力的提高是建立在大量的语言输入,尤其是大量阅读的基础之上的。

二、提高阅读能力的方法指导

(一)重视语言基础的培养与应用

大纲指出:大学英语教学必须把重点放在打好语言基础上。语言基础包括语言知识和语言应用能力,前者指语音、语法和词汇等方面的知识;后者指综合运用这些知识进行读、听、说、写、译等语言活动的能力。提高英语阅读能力必须从语言知识开始一点一滴地培养。而阅读是掌握语言知识、打好语言基础、获取信息的重要渠道。

1. 词汇知识的学习与应用

词汇是组成篇章的最基本单位,词汇量不足是影响阅读理解和速度的重要因素。大纲对三级词汇的要求是:“领会式掌握 600,累计词数 3550;复用式掌握 300,累计词数 2200。领会式掌握是指看到英语单词能理解其词义;复用式掌握指能正确拼写单词并掌握其基本词义和用法。另外,各级都应掌握一定量的常用词组。”要想扩大词汇量,首先应踏踏实实多背词汇,还要掌握基本词汇和常用词组的意义、特点和用法;利用构词法、同义词、反义词等词汇知识,利用上下文的语义及逻辑关系也是排除词汇障碍并达到理解性阅读的基本方法。对阅读练习中遇到的生词,通常采用以下处理方法:

(1) 查字典:查字典可以帮助读者弄懂生疏词语的含义,特别是那些影响理解文章的关键词。“一词多义”现象在英语中相当普遍,通过查阅多条释义,来确定符合作者所要表达的准确意思。另外,还要查阅词汇或词组的固定搭配以及习惯用法。如:

a) His ambition was to emulate his mother and become a member of parliament.

“emulate”的含义是“赶上(超过)、仿效”。它是决定此句确切含义的关键词,如果不查字典,就无从了解“他母亲也曾是议员”这层意思。

b) They have too weak a team to mount a realistic challenge for the championship.

“mount”是个多义词。一般来说,第一义是该词条的最基本含义,但我们熟悉的“登上、骑上、安装”等含义在此句中都不解释不通,所以应一直往下查,直到最后一条释义,即“发动、开始(攻击等)”。

(2) 猜测词义:词汇是组成文字材料的基本要素,它与前后出现的单词,相邻的片语、上下句、段落乃至全文都有相互依存的关系。为了便于读者理解,作者常在某个难词的后面用同义词、反义词、定语从句、同位语或举例的方法来解释说明这个词的含义。请看下面几个句子:

a) Even as a child, Thomas Edison had a very inquisitive mind; at the age of three he performed his first experiment out of curiosity. (inquisitive = curious)

b) Jack is now a florist, who keeps a shop for selling flowers in our district. (根据定语从句给的定义,我们可以猜出 florist 是花店主的意思)

c) A tornado can do a lot of damage. For example, east of Australia, people talk about a “rain of blood”. This is caused by a tornado picking up red dust and mixing it with water to make red rain. (根据例子,可以猜出 tornado 是龙卷风或旋风)

d) Her friends laughed at me, and my sister felt wretched, very unhappy. (同义词)

e) Unlike his brother, who is truly a handsome person, Adam is quite ill-favored. (根据上文, handsome 与 ill-favored 构成一对反义词)

在运用这一方法时,要注意三个方面:一要把上下文整句或整段的全体作为背景来推测;二要结合构词法及词性来推测;三要把握语法结构及标点符号与词汇之间带有标志性的关系。

2. 语法知识的应用

对于大多数中国学生来说,都是在熟练掌握了我们的母语之后,把英语作为第二语言或外语来学习,所以对其语法规则和惯用法有较强的认知性。中国英语教学也强调大量的规范句型、习惯用法和常用结构的学习。这种做法是符合英语的本质和学习规律的。英语是一种逻辑性很强的拼音语言,其结构比较规整,有很多规律性的内容。体现在具体的行文里,就是存在着大量的固定句型和惯用法。在阅读实践中,坚实的语法基础对准确理解文章含义、提高阅读效率有很大的帮助。例如,英语动词的时态、语态及语气以及非谓语动词的形式和用法都与汉语表达方法有很大的区别。请看下面的例句:

(1) We wish that you had not had such a lot of work, because we know that you would have enjoyed the party.

that 引导的从句此处作动词 wish 的宾语,表示愿望。从句的谓语动词用过去完成式,表示与过去事实相反。如果不掌握这个规则,也就无法准确理解“由于他有这么多作业而没能参加这个晚会”的句子含义。

(2) He stopped smoking last week.

(3) He stopped to smoke.

谓语动词 stop 后跟动名词和动词不定式表示不同的句子含义,(2)句表示停止吸烟,(3)句表示停下来刚才的动作开始吸烟。

英语还有大量的固定搭配及习语也要通过日常阅读实践加以总结积累。例如:

(1) Mary helped me pass the examination. It will not be too much for me to thank her.

(2) I went out into the street to discover as best I could what time it was.

我们知道“too ... to”的意思是“太……以致于不能……”，但它的另一个意思是“再……也不为过……”，(1)句正是体现了第二层意思。理解(2)句的关键是习语“as best”的意思，如果知道它的意思是“尽量”，这句话就不难理解了。

3. 语言综合技能训练

英语应用能力是听、说、读、写、译等各种语言技能的综合反映，这些技能是相辅相成、互相促进的。可以精选阅读材料中的三分之一，进行仔细阅读，把其中的长句和难句翻译成汉语，反复推敲，深悟其意。在阅读一篇文章时，要找出文章的主旨和段落主题句，总结文章结构，上下文逻辑关系以及作者的观点态度和写作风格，培养综合分析、归纳推理的能力。在此基础上，学习写文章摘要和阅读报告，并能就文章内容进行回答问题或简单复述故事梗概。听和读是语言的输入，说、写、译是语言的输出。语言应用能力的提高是建立在大量的语言输入，尤其是大量的阅读基础之上的，加强阅读能力的培养是提高听、说、写、译等能力的基础。

(二) 阅读理解的速度与方法

阅读通常可以分为消遣性阅读(reading for pleasure)和学习性阅读(reading for knowledge)。拿到一篇阅读材料，首先要明确自己的阅读目的：是为了进行理论研究，还是为了获取信息，亦或是为了消遣。不同的目的决定了不同的阅读方法。《大纲》对阅读理解的准确性和流利程度也提出量化的要求。准确是指阅读理解的质量，流利则是指速度。在日常阅读实践中，注意培养良好的阅读习惯，熟练掌握适当的阅读方法，把阅读目的更直接地贯注于阅读中间，从而有效地提高阅读速度，同时也增加了理解的准确性。

1. 阅读速度的训练

阅读理解能力包括两个方面：理解的准确性和流利程度。准确和流利是相辅相成的两个方面，两者缺一不可。《大纲》对大学英语三级阅读速度的要求是每分钟 70 词(wpm)，阅读难度略低材料时，速度达到 100wpm，准确率为 70%以上。要想达到这个十分量化的标准，我们必须完成必要的阅读量并加强计时阅读训练。在进行快速阅读时，首先记录阅读时间，算出自己的 wpm，并要保证 70%以上的准确率。在平时的阅读训练中，注意统计以上数据，逐步调整阅读速度，以达到大纲的要求。

但是应该注意：精读是培养阅读能力的基础，快读是培养迅速获取信息的手段，只有把二者有机地结合起来，才能从根本上提高阅读理解能力。

2. 正确的阅读习惯

要想在有限的时间里和目光所达到的范围内捕捉到更多有效信息，就要克服逐字逐句的阅读习惯，避免手点式的“指读”或心里出声的“默读”，代之以组读(phrase reading)的习惯，按意群(sense group)将句中的词分隔成若干单位，按组扫描，捕捉信息。划分意群的常用方法是按短语、从句、主谓结构、动宾结构、系表结构等进行。例如：

Children display an amazing ability /to become fluent speakers /of any language /consistently spoken around them. / Every normal human child /who is not brought up /in virtual isolation /from language use /soon comes to speak one or more languages natively.

3. 常用的阅读方法

为了迅速而有效地理解阅读材料的内容，并在限定时间内完成阅读理解测试题，我们经常运用略读和查读这两种方法。

略读(Skimming)是为了确定文章的主题、结构及作者的观点和写作风格而进行的一种有选择

阅读,其特点是对全文整体内容的把握。所以略读时,要注意文章的标题,首段和尾段,还有各段的主题句和关键词语,以便了解文章的主体框架和中心大意。

查读(Scanning)是为了查找某些具体信息而进行的有选择阅读。查读时根据所需信息的关键词快速浏览文章,略过无关紧要的部分,重点阅读相关细节并分析其深层含义即可达到目的。

(三)精泛结合的阅读实践

根据不同的阅读方式和目的,把阅读分为精读和泛读。我们大学英语的精读要求对课文仔细研读,不仅要从中学习英语词汇及语法的运用,还要通过篇章结构分析来掌握文章的主旨大意和重要细节,作者的观点态度、笔调及写作技巧。这样的学习对于扎实语言基础、提高阅读能力有不可替代的作用。泛读是通过大量的阅读实践,运用已掌握的阅读技能快速有效地获得信息。《大纲》对大学英语的精读和泛读量的要求仅限于课内教学。如果要进一步提高自己的能力,必须扩大课外阅读量。只有通过大量的阅读才能培养良好的语感,培养对英语的直觉力和洞察力。

提高英语阅读水平非一朝一夕可以做到,要养成经常、广泛阅读各种题材和体裁读物的习惯。所选文章的语言应规范地道,内容广泛有趣;既要注重理解文章内容,又要注意学习英语文化背景知识。通过坚持不懈的泛读训练,达到在潜移默化中增强对英语的感知能力和学习兴趣。

三、阅读理解常见的文体及测试题型

(一)文章体裁及特点

大学英语的阅读材料一般都选自日常生活。体裁包括日常应用的记叙、描写、说明和议论。根据不同的文体特点,在阅读时对症下药,有助于提高阅读的效率和准确性。

1. 记叙及描写文体

这类文章主要是对一个或一系列事件进行叙述、描写,或通过事件来描写讲述人物故事。记叙文多按事件发生的时间顺序来写,而描写文多注重人物的语言、心理和感情等的描述。在阅读时,注意把握记叙文的六要素:what, who, when, where, why and how。要弄清事情的来龙去脉,特别注意描写文中形容词的含义。

2. 说明性文体

说明文主要是一些科普性或技术性文章,用来说明自然现象和社会现象的成因、特点以及问题的解决办法,一些实验过程或产品生产过程。这种文章知识性强、信息量大、逻辑结构严谨。因此,阅读时应注意文章的主题段和结论段、段落主题句和重要细节,特别是定义性的词句、事物的特点及内在关系。

3. 议论性文体

议论文是作者通过对某一个现象或问题进行讨论,阐明自己的看法和观点。在论述过程中,作者引用例证和事实来证明观点,说服读者,并由此得出结论;有的议论文只是客观介绍不同的观点,不表达个人的主观结论,而是让读者去思考。在阅读议论文时,不但要能够区分观点与事实、论点与例证、问题与解决办法,还要把作者的观点与别人的观点分清,注意分析作者的推理方法,也就是说,要掌握议论文的论点、论据和论证过程。文章主题段和结论段、段落主题句,特别是行文中的逻辑结构和启承转合的过渡词语都是掌握议论文要点的键。

(二)阅读理解测试题型

根据《大纲》对于大学基础阶段阅读能力的基本要求,常见的阅读理解题型有以下几种:

1. 细节题

本题型就文章的一些事实和细节提问,或者根据相关细节辨别正误。常见的设问方式如下:

According to the passage, who (when, where, what, how, why) ...?

The passage states that _____.

Which of the following is (not) true according to the passage?

All the following statements are mentioned in the passage except that _____.

解答细节题时,要抓住设问中的核心词的指向,到文章中查找有关信息,排除与情节不符或只有部分正确的干扰项。

2. 语义题

本题型主要测试学生能否根据上下文理解某些词、词组或句子的准确含义,对指代关系的确定和对生词的猜测。解题时,在文章中找到设问的内容,对照选择项和上下文中的同义、反义关系,以及定义、解释和举例等来确定正确答案。常见设问句型有:

The word / phrase "..." in line ... means _____.

3. 主旨题

本题型是考查学生对阅读材料的主旨大意、段落要点及作者的观点态度的掌握情况和对文章的归纳概括能力。常见设问方式如下:

Which of the sentences best describe the main idea ...?

The passage deals mainly with _____.

The best summary of the passage is _____.

The purpose of the author to write this passage is _____.

The best /most appropriate title of the passage is _____.

利用略读方法,迅速掌握文章大意,并结合问题和选项进行分析,排除片面信息和细节,确定概括性最强的正确选项。

4. 推理题

此类题型是根据文章陈述的内容来确定作者的暗指或者得出某种推论,有时也要求判断行文结构和作者的笔调。常见题型有:

It is implied but not directly stated that _____.

It can be inferred from the passage that _____.

What conclusion can we draw from the passage?

The tone of the passage can be best described as _____.

解题时,首先弄清文章主旨含义和逻辑发展线索,应用正确的推理方法,紧跟作者的思路逐步深入;还要注意表达作者的语气、感情和褒贬的词语。切忌脱离文章的主观臆断。

下面利用一篇范文来做一下阅读理解例题分析。

Between 1815 and 1914, the world witnessed the greatest peaceful migration in its history: 35 million people, mostly Europeans, left their homelands to start new lives in America. Why did these people risk everything by leaving their homes and families to see what the New World had to offer? There are both push and pull factors which we should consider.

First, what forced emigrants(移民) to make the decision to leave? One major cause of the exodus among European peasants was the rise in population, which in turn led to land hunger. Another was politics. Nationalism saw increased taxation and the growth of armies, and many

young men fled Europe to avoid being conscripted(征兵). Also, the failure of the liberal(自由主义的) revolutions in Europe caused the departure of hundreds of thousands of refugee(难民).

Physical hunger provided another pressing reason. Between 1845 and 1848, the terrible potato famine in Ireland ended in the deaths of one million Irish people and the emigration of a further million who wished to escape starvation. Religion also encouraged millions to leave the Old World.

In short, people chose to leave their homes for social, economic and religious reasons. As a result, by 1890 among a total population of 63 million, there were more than nine million foreign-born Americans.

But what were the attractions? First of all, there was the promise of land which was so scarce in Europe. Next, factories were calling out for labour, and pay and conditions were much better than back home. Men were needed to open up the West and build the long railroads, and settlers were needed to populate new towns and develop commerce. There was the space for religious communities to practise their faith in peace and comparative isolation.

As we know, there were losers. To start with, there were those unwilling immigrants, the slaves who had been used as a source of cheap labour for the tobacco (烟草) plantations of the South. Nor should we forget the equally awful fate of the American Indians. By 1860 there were 27 million free whites, four million slaves and a mere 488,000 free blacks.

Choose the best answer:

- In Paragraph 2, the word "exodus" most probably means "_____".
A. living a poor life in the villages
B. increasing the production of their crops
C. remaining on their farms
D. leaving their homelands in great numbers
- According to Paragraph 2, we can infer that the lives of the 19th century European peasants were _____.
A. difficult B. happy C. interesting D. peaceful
- What is NOT given in the passage as a reason for emigration?
A. To find enough land.
B. To search for adventure.
C. To escape starvation.
D. To avoid taxation.
- Paragraph 5 is about _____.
A. the better pay and working conditions in America in the 19th century
B. the reasons for the need of labour in America
C. the attractions of America in the 19th century
D. ways used to develop both industry and religion
- It seems that this report is _____.

- A. unfair B. objective C. exaggerated D. imaginary

【答案及解释】

1. D. 语义题。文章第二段讲了当时欧洲人移居美洲的原因。exodus 所在的句子含义是“导致欧洲农民离家的原因是人口增长，土地匮乏”。该段上下文中表示这一含义的近义词还有：“leave, fled, departure”。
2. A. 推理题。根据第二段第二句和第三段的前两句：“当时欧洲人口增长，土地匮乏，上百万人饥饿致死，农民无法生存，只得移居他乡”，我们可以很快作出这一推论。
3. B. 细节题。A, D 选项是第二段提到的移民原因，C 选项在第三段提到。文中无法找到 B 项内容的根据。
4. C. 主旨题。根据第五段开头的设问和各发展句的内容可以概括出“美洲对移民的吸引力”这一段落要点。C 项的概括性最强，其他三个选项只说明其中一个原因，较片面。
5. B. 推理题。作者通过交代大量的事实和具体数字以及事件发生的真实时间，客观地分析了 19 世纪欧洲人移民美洲这一社会现象的历史原因和问题。全文有凭有据，符合事实，没有作者的主观想象和夸张。

Unit One

Passage 1

In the late 1960's, many people in North America turned their attention to environmental problems, and new steel-and-glass skyscrapers were widely criticized. Ecologists (生态学家) pointed out that a cluster of tall buildings in a city often overburdens public transportation and parking lot capacities.

Skyscrapers are also lavish(浪费的) consumers, and wasters of electric power. In one recent year, the addition of 17 million square feet of skyscraper office space in New York City raised the peak daily demand for electricity by 120 000 kilowatts—enough to supply the entire city of Albany (奥尔巴尼), New York for a day.

Glass-walled skyscrapers can be especially wasteful. The heat loss (or gain) through a wall of half-inch plate glass is more than ten times that through a typical masonry(石工术) wall filled with insulation(绝缘) board. To lessen the strain on heating and air-conditioning equipment, builders of skyscrapers have begun to use double-glazed panels of glass, and reflective glasses coated with silver or gold mirror films that reduce glare as well as heat gain. However, mirror-walled skyscrapers raise the temperature of the surrounding air and affect neighboring buildings.

Skyscrapers put a severe strain on a city's sanitation(公共卫生) facilities, too. If fully occupied, the two World Trade Center towers in New York City would alone generate 2.25 million gallons of raw sewage each year—as much as a city the size of Stamford, Connecticut, which has a population of more than 109 000.

Skyscrapers also interfere with television reception, block bird flyways, and obstruct air traffic. In Boston in the late 1960's, some people even feared that shadows from skyscrapers would kill the grass on Boston Common.

Still, people continue to build skyscrapers for all the reasons that they have always built them—personal ambition, civic pride, and the desire of owners to have the largest possible amount of rentable space.

Multiple choice:

1. The main purpose of the passage is to _____.
 - A. compare skyscrapers with other modern structures
 - B. describe skyscrapers and their effect on the environment
 - C. advocate the use of masonry(石工术) in the construction of skyscrapers
 - D. illustrate some architectural designs of skyscrapers

2. According to the passage what is the disadvantage of skyscrapers that have mirrored walls?
- ☒ A. The exterior surrounding air is heated.
 - ☐ B. The windows must be cleaned daily.
 - ☐ C. Construction time is increased.
 - ☐ D. Extra air-conditioning equipment is needed.
3. According to the passage, in the late 1960's some residents of Boston were concerned with which aspect of skyscrapers?
- ☐ A. The noise from their construction
 - ☐ B. The removal of trees from building sites
 - ☒ C. The harmful effects on the city's grass
 - ☒ D. The high cost of rentable office space
4. The author raises issues that would most concern which of the following groups?
- ☐ A. Electricians
 - ☒ B. Environmentalists
 - ☐ C. Aviators
 - ☐ D. Teachers
5. Where in the passage does the author compare the energy consumption of skyscrapers with that of a city?
- ☒ A. Para. 2 ☒ B. Para. 3 ☐ C. Para. 4 ☐ D. Para. 5

True or false statements:

1. The ecologists were worried about the electric power the skyscrapers wasted. ()
2. Skyscrapers are widely accepted as a modern and proper architecture form. ()
3. People living in skyscrapers are usually very wasteful. ()
4. Builders of skyscrapers begun to use double-glazed panels of glass, and reflective glasses coated with silver or gold mirror films to avoid the heat loss or gain.()
5. Skyscrapers may even affect the ecological world. ()

Passage 2

Trees to Catch the World's Attention

Stacey Bodger

IN THIS ARTICLE: Jerome Hutin-Koechlin's mission is to save the world by reminding us that trees are essential to life. He plans to show tree photographs at life size.

A French photographer touring the world to take pictures of the world's oldest and biggest trees says his images will be used in an exhibition to try to save the world.

10 大学英语阅读·第三册

He is now heading to China to carry on his project.

Jerome Hutin-Koechlin has spent 11 months travelling through Chile, Canada, the United States, Mexico and Australia photographing native trees. In California, he photographed a Bristlecone pine¹ that is at least 3 000 years old. In New Zealand he visited Tane Mahuta², the giant Northland Kauri³ which is more than 1 000 years old, a Totara⁴ in Waikato's Pureora Forest and a large pohutukawa⁵ in Opotiki⁶.

Hutin, who is 32, plans to enlarge his tree photographs to life-size⁷ and work them on⁸ to canvases⁹. He will unravel¹⁰ the artworks of giant tree photographs hundreds of meters tall from high buildings in Paris, New York and Sydney.

He estimates that the photographic reproduction and canvas will cost about \$8 million. He also wants to incorporate¹¹ a laser-light show of a seed growing into a tree with the exhibition, planned to start in 2 000. He has not yet secured¹² a sponsor but has found a French publisher willing to back a book featuring the trees he has photographed and recorded.

Hutin's message is that the human population is not taking trees seriously and they will die if it does not change its attitude to them.

"With pollution, forestry and neglect we are ruining our trees too quickly, yet we know we cannot survive without them. We must save the remnants¹³ of these old trees and although it is difficult with the hazards¹⁴ of the world, that action will save the world.

Hutin will head to India, China, Japan and Africa before returning to France in September 2 000 to begin preparing his exhibition.

Notes:

- | | |
|-------------------------------|------------------------------------------------|
| 1. Bristlecone pine | 芒松,一种美国西部产的松树,其果具有突出刺毛尖头 |
| 2. Tane Mahuta | 泰恩 马休塔,一棵树的名字 |
| 3. Kauri | 考里松,产于新西兰的一种松树 |
| 4. Totara | 托达拉罗汉松,产于新西兰的一种高乔木松树 |
| 5. Pohutukawa | 绒毛树心木,产于新西兰的一种乔木,花深红色,叶下面披银白的绒毛 |
| 6. Opotiki | 奥普蒂凯(地名) |
| 7. life-size | 如实物一样大小 |
| 8. work them on | 轻轻地装上,在这里指固定到……上 |
| 9. Paris, New York and Sydney | 皆为世界闻名的大都会城市法国首都“巴黎”、美国金融中心“纽约”和澳大利亚金融文化中心“悉尼” |
| 10. canvas | 帆布 |
| 11. unravel | 拆开,解开 |
| 12. incorporate | 把……合并,使……并入,加入 |
| 13. secured | 得到,获得,使安全 |
| 14. remnants | 残余部分 |

15. hazards

危險公害

Short answer questions:

1. Who is the hero in this passage, what is his nationality, and what does he do?
2. Has he started carrying on his project? Why do you say so? What's the purpose of his mission?
3. How is he going to deal with his tree photographs for that purpose?
4. How is he to manage the expenditure he will have?
5. How does he plan to design the exhibition?

Passage 3

Scattered through the seas of the world are billions of tons of small plants and animals called plankton. Most of these plants and animals are too small for the human eye to see. They drift about lazily with the currents, providing a basic food for many larger animals.

Plankton has been described as the equivalent of the grasses that grow on the dry land continents, and the comparison is a 10 appropriate one. In potential food value, however plankton far outweighs that of the land grasses. One scientist has estimated that while grasses of the world produce about 49 billion tons of valuable carbohydrates each 15 years, the sea's plankton generates more than twice as much.

Despite its enormous food potential, little effort was made until recently to farm plankton as we farm grasses on land. Now, marine scientists have at last begun to study this possibility especially as the sea's resources loom(隐约出现) even more important as a means of feeding an expanding world population.

No one yet has seriously suggested that "planktonburgers" may soon become popular around the world. As a possible farmed supplementary food source, however, plankton is gaining considerable interest among marine scientists.

One type of plankton that seems to have great harvest possibilities is a tiny shrimp-like creature called krill(磷虾). Growing to two or three inches long, krill provide the major food for the giant blue whales the largest animal ever to inhabit the Earth. Realizing that this whale may grow to 100 feet and weigh 150 tons at maturity it is not surprising that each one devours more than one ton of krill daily.

Krill swim about just below the surface in huge schools sometimes miles wide, mainly in the cold Antarctic. Because of their pink color, they often appear as a solid reddish mass when viewed from a ship or from the air. Krill are very high in food value. A pound of these crustaceans contains about 460 calories about the same as shrimp or lobster to which they are related.

If the krill can feed such huge creatures as whales, many scientists reason, they must certainly be contenders as a new food source for humans.

Multiple choice:

1. Which of the following statements best describes the organization of the passage?
 - A. The author presents the advantages and disadvantages of plankton as a food source.
 - B. The author quotes public opinion to support the argument for farming plankton.
 - C. The author classifies the different food sources according to amount of carbohydrate.
 - ☒ D. The author makes a general statement about plankton as a food source and then moves to a specific example.
2. According to the passage, why is plankton considered to be more valuable than land grasses?
 - A. It is easier to cultivate.
 - ☒ B. It produces more carbohydrates.
 - C. It does not require soil.
 - D. It is more palatable.
3. Why does the author mention "planktonburgers" in line 25?
 - ☒ A. To describe the appearance of one type of plankton
 - B. To illustrate how much plankton a whale consumes
 - C. To suggest plankton as a possible food source
 - D. To compare the food values of beef and plankton
4. Blue whales have been known to weigh how much at maturity?
 - A. One ton
 - B. Forty tons
 - ☒ C. One hundred and fifty tons
 - D. Four hundred and sixty tons
5. What is mentioned as one distinguishing feature of krill?
 - A. They are the smallest marine animals.
 - ☒ B. They are pink in color.
 - C. They are similar in size to lobsters.
 - D. They have grass like bodies.
6. The author mentions all of the following as reasons why plankton could be considered a human food source EXCEPT that it is _____.
 - A. high in food value
 - B. in abundant supply in the oceans
 - C. an appropriate food for other animals
 - ☒ D. free of chemicals and pollutants

Passage 4

"Water, which is essential for life, costs nothing. On the other hand, diamonds, which are essential for nothing, cost a lot." Unfortunately, the world has changed considerably since an 18th century economist made this remark.