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根据教育部《大学英语课程教学要求》编写



普通高等院校大学英语“十一五”重点规划教材

College English Reading Course

Student's Book

大学英语阅读教程 I

西北工业大学出版社

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【内容简介】《大学英语阅读教程(I~IV)》是高等学校非英语专业的阅读教材,旨在帮助大学生尽快适应大学英语阅读的模式及难度,为最终突破大学英语四、六级阅读难关打下坚实的基础。各分册均有12个单元,每单元均包含4篇文章:1篇快速阅读、1篇选词填空仔细阅读、2篇多项选择仔细阅读,并配有词汇、注释及其练习。

本教程可作为高等学校英语阅读教材,尤其适合在校大学生备考大学英语四、六级使用,同时对自学者提高英语阅读能力也大有裨益。

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前言

为了适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需求,教育部2005年9月公布了大学英语四、六级考试题型改革的新题型,同时,改革分数的报告形式,由原来的100分制改为710分制。其主要目的是使得该项考试更能准确地考查我国在校大学生的英语综合应用能力。

这次大学英语四、六级考试题型改革无论是从深度还是广度上都是史无前例的。然而,比较新旧题型中阅读理解所占的比重,我们不难发现其变化甚微,只是在考查方式上变得多样化了。从单纯的考查仔细阅读能力变为现在综合考查阅读能力,既考查仔细阅读能力,也考查快速阅读能力,同时还考查大学生通过上下文推测词义和内容的能力。现代外语教育理论认为,阅读能力是增强英语综合应用能力的基础,是提高学生外语文化素质的桥梁。阅读能力的提高,必定会深层次地提高学习者的跨文化交际能力和文化素质。

基于此,为了便于大学生尽快适应大学英语四、六级考试新题型,充分提高他们的阅读理解能力和综合应用能力,我们悉心研究了《大学英语课程教学要求(试行)》和《全国大学英语四、六级考试改革方案(试行)》,组织西安理工大学的资深教师根据其精神和要求精心编写了本系列大学英语阅读教程。本系列教程的大部分内容经过几年的使用,证明了对提高学习者的阅读应试能力、综合应用能力有很大作用。全套书共四册,各册严格按照大学英语难度分级标准设计,每册都包含快速阅读和仔细阅读所涉及的三类题型的练习,是检验学习者阅读能力梯级提高的良师益友。整套系列教材的设计符合外语学习循序渐进的学习原则。

全套书的每册均分为12个单元,每单元均包括4篇阅读文章。第一篇为快速阅读,后附练习题,Words & Expressions, Notes 以及 Key to the Exercises。第二篇为选词填空,后附练习题,Words & Expressions, Notes 以及 Key to the Exercises。第三、四篇为仔细阅读,后附练习题,Words & Expressions, Notes 以及 Key to the Exercises。

本册为第一册,依照大学英语四级阅读的难度、长度、题材、体裁等要求编写。内容均选自地道的英美报刊文摘,题材涉及面广,内容丰富多彩,题目设计合理规范,是广大大学生提高阅读能力,攻破四级考试大关的得力助手,也是一般英语爱好者扩大知识面,了解英美文化的一个桥梁。

本系列教程在编写过程中得到了西北工业大学出版社的大力支持,在此对出版社领导和编辑表示衷心的感谢!

由于作者水平等原因,本系列教程中仍可能存在不妥之处,真诚欢迎各位专家和读者提出建议,批评指正,我们将在重印和改版时加以改进。

编者

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Passage 1**Directions**

In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 1 – 7, choose the best answer from the four choices marked A, B, C and D. For questions 8 – 10, complete the sentences with the information given in the passage.

Why I Came to College

Why have I chosen to attend college? I have put this question to myself at many times and in various forms during the past three and a half months that have made up the first semester of my freshman year. Have I come because of parental influence, or because I have some goal of my own that I wish to pursue? After thinking about these questions on many occasions, I have finally reached the conclusion that I have come to college not for one single reason, but for many.

Originally, my parents did influence my opinions about education in general. My mother, an elementary school teacher, was always proud of my academic successes, but she never really pushed me or demanded that I achieve excellent grades. However, from the beginning of my schooling, my parents seemed to assume that I would attend college, and by the time I reached high school, I had become accustomed to that idea as well. As I proceeded further through high school into my junior and senior years, I became really interested in many of the subjects that I was studying. Chemistry, Physics, and Calculus were the courses that held my interest most strongly and I felt that I wanted to continue to study those areas beyond the high school level. Up to that point in my life, I had always claimed that I wanted to attend college, but I never truly knew why; as my high school career drew to a close, I

began to realize why I had this desire.

Later, I began to recognize in myself a strong drive to obtain knowledge. I knew that I would not be content to simply finish high school and enter the working world. I truly felt a need to continue learning in order to gain a better understanding of the world around me. My final decision to attend college seemed a natural one, and my choice of engineering as a field of study came easily as well, since the profession fit well with my academic preferences.

The fact that I enjoy learning and gaining knowledge was my main reason for choosing to enter college, but I must admit that it was not the only reason. In today's world, a college education has become almost the basic thing if one wishes to compete in the job market. In the next several years, this trend will surely continue, with a Bachelor's degree becoming almost necessary if one wishes to find worthwhile position, and a Master's degree becoming highly desirable for advanced positions. Although it may sound materialistic, I felt that attending college was a practical and necessary step that I took to ensure a secure future for myself and my family. I made my choice to study engineering primarily on the basis of my love of mathematics and the physical sciences; however, the fact that it is a well paying and respected profession did have some influence on my final decision to study engineering, rather than a pure science curriculum. Either field would have allowed me to study those subjects which hold my interest, but the decision to pursue the one which would finally be more profitable was not a difficult choice to make.

A third reason that I am attending college is that I have always hoped that I could, in some way, make a contribution to the world. I knew that a career involving science and technology would give me the best opportunity to do this. I also knew that in order to pursue such a career, I would be required to go through college. Hopefully, this will enable me to make a contribution to the expansion of the frontiers of society's knowledge someday, and to benefit mankind in some way.

Finally, I chose to attend a diversified college, as opposed to a purely technical institute, because I feel that college should allow a person to grow in areas other than pure academics. It should also expose the student to a variety of social and political ideas, helping to expand his mental horizons. Attending Rutgers University has definitely allowed me to come into contact with a wide variety of lifestyles which could only be found together on a collegiate campus. Additionally, while I am able to major in a scientific field at Rutgers, I am able to take, at the same time, courses that explore other fields of study and allow me to become a more diversified and well-rounded person. This overall gain of general knowledge which is available only to the college student is another reason that I tried to pursue a higher education.

Thus, I came to college not for one reason, but for several different ones. It was something which I had planned, even without fully knowing why, for several years. It was certainly the next logical step in my educational career after the completion of high school. However, only in my final two years of high school did I actually begin to recognize in myself

the inherent desire to obtain information and learning which pushed me toward college. I know that a college degree would allow me to pursue the other goals which I had set for myself. I also knew that I wanted to become a more diversified person, and that a college education was the best means to attain that end.

Why have I chosen to attend college? Sometimes I am unsure of the exact reason myself. I am sure, however, that it is what I should do and what I want to do with the next four years of my life.

Approximate Length: 926 words

Comprehension Exercises

Complete the following exercises without referring back to the passage you have read.

- The writer of this article is a _____.
A. college graduate
B. college teacher
C. freshman
D. bachelor's degree holder
- _____ influenced the writer's attitudes to education.
A. A chemistry teacher
B. His mother
C. A close friend
D. A famous scientist
- The writer decided to further his education because he wanted to _____.
A. understand the world better
B. become a Calculus teacher
C. travel around the world
D. be a famous person
- The reason why the writer chose to study engineering seems to be somewhat _____.
A. funny
B. natural
C. professional
D. materialistic
- For the purpose of pursuing the career, the writer needs to _____.
A. go to work
B. go through college
C. go to the library
D. go to church
- In the end, the writer decided to go to a(n) _____ college.
A. medical
B. art
C. purely technical
D. diversified
- The writer came to college for _____ reasons.
A. three
B. four
C. five
D. six
- Enjoying learning and gaining knowledge was not the _____ reason for him to choose to enter college.
- The writer listed _____ reasons why he attended college.

10. A _____ would be the best way for the author to pursue his goals in life.

Words & Expressions

1. **constitute** *vt.* 构成; 形成
e. g. His words constituted the greatest insult to me. 他那些话对我构成巨大的侮辱。
2. **freshman** *n.* 大学一年级学生
e. g. As a freshman, I'm fascinated by everything in the university. 作为大学一年级学生, 大学的一切都令我着迷。
sophomore 大学二年级学生
junior 大学三年级学生
senior 大学四年级学生
3. **pursue** *vt.* 追随, 跟随; (疾病等)纠缠; 追求
e. g. pursue pleasure 寻欢作乐
4. **assume** *vt.* 假定, 设想; 采取; 呈现
e. g. assume airs of 摆……架子
5. **claim** *vt.* (根据权利)要求; 认领, 声称; 主张
e. g. claim a reward 索求回报
6. **essential** *adj.* 主要的; 必不可少的
e. g. A passport is essential when you go abroad. 出国时护照是必不可少的。
7. **desirable** *adj.* 值得向往的, 可取的
e. g. a desirable outcome 令人满意的结果
8. **curriculum** *n.* (一个学校、专业等的)全部课程
9. **frontier** *n.* 边境; 边疆; 新领域
e. g. frontier towns 边境城镇
10. **diversified** *adj.* 多样变化的; 形形色色的
e. g. diversified economy 多种经营
11. **expose** *vt.* 使暴露; 揭露, 揭示
e. g. He exposed the plan to the newspapers. 他向几家报纸透露了这个计划。
12. **horizon** *n.* 眼界; 见识
e. g. Reading can expand our horizon. 读书可以开阔眼界。
13. **collegiate** *adj.* 学院的; 大学生的
e. g. collegiate dictionaries 适于大学生用的词典
14. **simultaneously** *adv.* 同时发生地
15. **tempt** *vt.* 诱导; 使发生兴趣
e. g. be tempted to do sth. 被诱使做……; 禁不住去做……
16. **logical** *adj.* 逻辑(上)的, 符合逻辑的
e. g. a logical mind 有逻辑性的头脑



1. I have put this question to myself at many times and in various forms during the past three and a half months that have constituted the first semester of my freshman year. 在我大学一年级第一学期的3个半月里,我多次并且以各种形式问自己这一问题。
2. However, from the beginning of my schooling, my parents seemed to assume that I would attend college, and by the time I reached high school, I had become accustomed to that idea as well. 然而,从我开始上学起,父母似乎就认为我会上大学的;等我上了中学,我也已经习惯了那种想法。
3. ... however, the fact that it is a well paying and respected profession did have some influence on my final decision to study engineering, rather than a pure science curriculum. 然而,好的报酬和受人尊敬的职业这一事实的确对我产生了影响,使我最终决定去学工程而不是纯自然学科。
4. Either field would have allowed me to study those subjects which hold my interest, but the decision to pursue the one which would finally be more profitable was not a difficult choice to make. 每一领域都有那些能引发我兴趣使得我去学习的课程。但是,去攻读一门最终能带来更多收益课程的决定并不是很难做出的。
5. Finally, I chose to attend a diversified college, as opposed to a purely technical institute, because I feel that college should allow a person to grow in areas other than pure academics. 最终,我选择了一所综合性的、并非纯技术的学院,因为我觉得大学应该使一个人在多方面,而不是单纯的学术方面有所发展。
6. This overall gain of general knowledge which is available only to the college student is another reason that I tried to pursue a higher education. 只有大学生才有机会获取综合知识,这种对知识的总体获得是我努力要去接受高等教育的另一原因。



Key to the Exercises

1. C 2. B 3. A 4. D 5. B 6. D 7. B
8. only/sole 9. four 10. college degree/education

Passage 2

Directions

In this section, there is a passage with 10 blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please choose the corresponding letter for each item. You may not use any of the words in the bank more than once.

American Universities

American colleges and universities 1 a great deal in size. Some colleges have student bodies of just a few hundred, while some state universities serve more than 100,000 students on several different 2.

There are two main 3 of institutions of higher learning: public and private. All schools get 4 from tuition and from private contributors. However, public schools are 5 primarily by the state they're located in. On the other hand, private schools do not 6 state funding. As a result, tuition is generally lower at public schools, especially for permanent residents of that state.

Schools can also be 7 by the types of programs and degrees they offer. The three major groups are community colleges, four-year colleges, and universities. Community colleges offer only the first two years of undergraduate studies, the 8 and sophomore years. The difference between a college and a university is not merely one of size. A university is bigger than a college because it offers a wider 9 of undergraduate programs and also offers graduate studies. Part of the 10 of a university is to encourage its faculty and its graduate students to do research that will advance human knowledge. Colleges, on the other hand, are primarily undergraduate schools with no commitment to train students for research.

Approximate Length: 213 words

A. supported

B. freshman

C. recall

D. campuses

E. responsibility

F. lovely

G. types

H. grouped

I. correctly

J. receive

K. locate

L. differ

M. range

N. breakthrough

O. money

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Words & Expressions

1. **tuition** *n.* 学费

e. g. tuition payments 学费缴纳

2. **contributor** *n.* 贡献者, 捐助者, 投稿者

3. **permanent** *adj.* 永久的, 持久的

e. g. a permanent job 固定职业

4. **commitment** *n.* 许诺, 承诺, (承担) 义务
e. g. enter into commitment 承担义务



1. The difference between a college and a university is not merely one of size. 学院和大学的差异不只是指规模的大小。
2. Colleges, on the other hand, are primarily undergraduate schools with no commitment to train students for research. 另一方面, 学院主要针对的是本科学生, 没有培养研究型学生的责任。



1. L 2. D 3. G 4. O 5. A 6. J 7. H 8. B 9. M 10. E

Passage 3

Directions

The passage is followed by some questions or unfinished statement. For each of them there are four choices marked A, B, C and D. You should decide on the best choice after reading.

Memory

It is difficult to imagine what life would be like without memory. The meanings of thousands of everyday perceptions, the bases for the decisions we make, and the roots of our habits and skills are to be found in our past experiences, which are brought into the present by memory.

Memory can be defined as the capacity to keep information available for later use. It includes not only "remembering" things the way an animal typically behaves. Memory is involved when a rat gives up eating grain because he has sniffed (嗅) something suspicious in the grain pile. Memory is also involved when a six-year-old child learns to swing a baseball bat.

Memory exists not only in humans and animals but also in some physical objects and machines. Computers, for example, contain devices for storing data for later use. It is

interesting to compare the memory-storage capacity of a computer with that of a human being. The instant-access memory of a large computer may hold up to 100,000 “words” — ready for instant use. An average U. S. teenager probably recognizes the meaning of about 100,000 words of English. However, this is but a fraction of the total amount of information which the teenager has stored. Consider, for example, the number of faces and places that the teenager can recognize on sight.

The use of words is the basis of the advanced problem solving intelligence of human beings. A large part of a person’s memory is in terms of words and combinations of words.

Approximate Length: 252 words

1. According to the passage, memory is considered to be _____.
 - A. the basis for decision making and problem solving
 - B. an ability to store experiences for future use
 - C. an intelligence typically possessed by human beings
 - D. the data mainly consisting of words and combinations of words
2. The comparison made between the memory capacity of a large computer and that of a human being shows that _____.
 - A. the computer’s memory has a little bigger capacity than a teenager’s
 - B. the computer’s memory capacity is much smaller than an adult human being’s
 - C. the computer’s memory capacity is much smaller even than a teenager’s
 - D. both A and B
3. The whole passage implies that _____.
 - A. only human beings have problem-solving intelligence
 - B. a person’s memory is different from a computer’s in every respect
 - C. animals are able to solve only very simple problems
 - D. animals solve problems by instincts rather than intelligence
4. The phrase “in terms of” in the last sentence can best be replaced by _____.
 - A. in connection with
 - B. expressed by
 - C. consisting
 - D. by means of
5. The topic of the passage is _____.
 - A. What would life be like without memory?
 - B. Memory is of vital importance to life.
 - C. How is a person’s memory different from an animal’s or a computer’s?
 - D. What is contained in memory?

Words & Expressions

1. **perception** *n.* 理解; 感知, 感觉

- e. g.* auditory perception 听觉
2. **capacity** *n.* 容量;吸收力;接受力
e. g. breathing capacity 肺活量
3. **suspicious** *adj.* 可疑的,令人怀疑的
e. g. suspicious actions 可疑的行为
4. **pile** *n.* 一堆,一叠
e. g. a pile of trouble 一大堆麻烦
5. **swing** *vt.* 挥舞,摆动
e. g. swing one's arms 挥舞手臂
6. **fraction** *n.* 小部分,片断,分数
e. g. moved a fraction of a step 移了一小步

Notes

1. The meanings of thousands of everyday perceptions, the bases for the decisions we make, and the roots of our habits and skills are to be found in our past experiences, which are brought into the present by memory. 数以千计日常认识的意义,我们做决定的基础,以及我们习惯和技能的根源都可以在我们过去的经历中找到,这些都是靠记忆带来的。
2. Memory is involved when a rat gives up eating grain because he has sniffed something suspicious in the grain pile. 当老鼠从粮食堆里嗅到可疑的气味,不再吃谷物时,靠的就是记忆。
3. The instant-access memory of a large computer may hold up to 100,000 "words"—ready for instant use. 一台大型计算机的瞬间存储器可存多达 10 万个单词,可随时供人们使用。
4. However, this is but a fraction of the total amount of information which the teenager has stored. 但这只是青少年所存储整个信息的一小部分。

Key to the Exercises

1. B 2. C 3. C 4. B 5. B

Passage 4

Directions

The passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice after reading.

Mistakes Made about People

We can make mistakes at any age. Some mistakes we make are about money. But most mistakes are about people. "Did Jerry really care when I broke up with Helen?" "When I got that great job, did Jim really feel good about it, as a friend? Or did he envy my luck?" "Why didn't I realize that Paul was friendly just because I had a car?" When we look back, doubts like these can make us feel bad. But when we look back, it's too late.

Why do we go wrong about our friends or our enemies? Sometimes what people say hides their real meaning. If we don't really listen, we miss the feeling behind the words. Suppose someone tells you, "You're a lucky dog." Is he really on your side? If he says, "You're a lucky boy" or "You're a lucky girl," that's being friendly. But there's a bit of envy in "lucky dog." Maybe he doesn't see it himself. But bringing in the "dog" bit puts you down a little. What he may be saying is that he doesn't think you deserve your luck.

"Just think of all the things you have to be thankful for" is another noise that says one thing and means another. It could mean that the speaker is trying to get you to see your problem as part of your life as a whole. But is he? Wrapped up in this phrase is the thought that your problem isn't important. It's telling you to think of all the starving people in the world when you haven't got a date for Saturday night.

How can you tell the real meaning behind someone's words? One way is to take a good look at the person talking. Do his words fit the way he looks? Does what he says square with the tone of voice? His gesture? The look in his eyes? Stop and think.

The minute you spend thinking about the real meaning of what people say to you may save another mistake.

Approximate Length: 338 words

1. According to the writer, when people look back it is too late, because _____.
 - A. mistakes have already been made
 - B. mistakes can make them feel bad
 - C. they are unaware of their mistakes
 - D. they are doubtful of their friends
2. People make mistakes when they fail to _____.
 - A. deal with others with due friendliness
 - B. hide their true feelings in what they say
 - C. realize they deserve what they have got
 - D. see the real meaning of what others say