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大学英语 阅读教程

COLLEGE ENGLISH
READING

总主编 杨 辉

主 编 张淑莲 史长元 李建军

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

《大学英语阅读教程》的编写以最新的外语教学理论为指导，全面贯彻《大学英语课程教学要求》对学生阅读理解能力要求的精神，帮助学生通过拓展阅读提高英语水平，开拓知识视野，培养文化意识。本书是针对大学生的学习特点和大学英语教学现状而编写的，可与各主要版本的综合教程配套使用。

根据《大学英语课程教学要求》，一般要求的快速阅读的速度为每分钟100个词；要能借助词典阅读题材熟悉一般英文报刊文章，掌握中心大意，理解主要事实和有关细节；能读懂工作、生活中常见的应用文体的材料。为了贯彻这一要求，在新改革后的大学英语四、六级考试中，增设了快速阅读理解，分值占总分的10%。我们敏锐地捕捉到了这一变化，在《大学英语阅读教程（1—4册）》的编写过程中，始终把快速阅读能力的培养放在重要的地位，以阅读技巧、阅读方法为主线，体现“精讲多练”的原则，旨在使学生能按“课程教学要求”，掌握阅读技巧，高效、快速地阅读中等难度的一般性题材的英语文章，进行一定的分析、推理和判断，促进应试和实际应用能力的提高。

本教程共分4册，第1册围绕“运用语言技能理解文章”这一层面的阅读技能展开训练；第2册重点解析和训练“辨别和理解中心思想和重要细节”这一层面的阅读技能；第3册训练“运用专门的阅读技能（略读、查读）”这一层面的阅读技能；第4册提高了阅读材料的难度，把前三册训练的阅读技能贯穿于其中。每册分为8个单元，各单元由同一题材的2篇文章、生词注释、有关文化背景介绍、练习等组成。每一册书按4单元为一组设计了两份试卷，供学生作阶段性复习。为了帮助大学生准备四、六级考试，我们在每个单元增加了阅读训练部分，由3篇带有多项选择题目的小短文组成；同时在文章的练习中，增加了汉译英练习。

本套教程的编写体现了如下特点：

1) 本教程由具有丰富教学经验的大学英语教师分工协作、集体编写而成，具有很强的专业性。

2) 本教程在编写过程中充分吸收了我国大学英语教学界长期积累起来的行之有效的经验和方法, 取各家之长, 兼容并蓄, 能适应各种英语教学的需求。

3) 本教程旨在通过教师的“精讲”和学生的“多练”来提高学生学习的主动性、积极性和创造性。

4) 本教程选用当代英语常见语体或文体的典型样本作为素材, 内容新颖, 搜选范围主要是近五年来英美国家出版的报纸杂志文章或最新的网络文章, 涵盖教育、科技、政治、经济和文化等各个方面, 阅读文章素材均具有可读性、文化教育性和时代性。

5) 本教程练习题型均按照最新的大学英语四、六级考试的题型标准和难度设计。每篇文章后附设了6种题型: 一是快速阅读类(包括是非判断题和句子填空题); 二是阅读理解类(为多项选择题); 三是篇章理解类(为选词填空题), 依据阅读文章的内容, 编出一篇小短文, 留出10个空, 给出15个词供读者进行选择填空; 四是简答题, 一般用问句形式命题, 要求学生做简短回答; 五是翻译题, 共5个句子。句中的一部分已用英文给出, 要求学生根据全句意思将汉语部分译成英语; 六是讨论题, 针对文章内容提出2个问题, 供学生讨论。各题型的题量适当, 可以有效帮助学生逐步熟悉考试形式。

杨辉教授担任本套教材的总主编, 设计了“编写提纲”和“编写要求”; 张淑莲、李显、邵光庆、荆燕等教师完成了全套书的选材工作, 对所选文章进行了严格的筛选、分类和分册处理。加拿大专家Kenwood对全书进行了审阅。

在《大学英语阅读教程》的策划、编写和出版过程中, 得到了山东轻工业学院教务处和外国语学院的支持和帮助, 在此一并表示致谢!

在《大学英语阅读教程》的编写过程中, 尽管编者做了大量认真细致的工作, 但书中不足或错误之处在所难免, 敬请读者批评指正。

编者

2011年2月

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Unit 1

GROWING UP

Part 1

Reading Text

Flying to Success

Pre-reading introduction

Some adults think that the troubled kids are just doomed to be failures, and they believe in the saying “A bird with a broken wing will never fly as high.” But the author proved that saying to be untrue by the story of a so-called troubled kid—T. J. Ware. The author illustrated one truth: once inspired with encouragement, even a bird with a broken wing will fly high with the help of interest and confidence.

❶ Some people are just doomed to be failures. That’s the way some adults look at troubled kids. Maybe you’ve heard the saying, “A bird with a broken wing will never fly as high.” I’m sure that T. J. Ware was made to feel this way almost every day in school.

❷ By high school, T. J. was the most renowned troublemaker in his town. Teachers literally cringed when they saw his name posted on their classroom lists for the next semester. He wasn’t very talkative, didn’t answer questions and got into lots of fights. He had flunked almost every class by the time he entered his senior year, yet was being passed on each year to a higher grade level. Teachers didn’t want to have him again the following year. T. J. was moving on, but definitely not moving up. I met T. J. for the first time at a weekend leadership gathering. All the students at school had been invited to sign up for ACE training, a program

designed to have students become more involved in their communities. T. J. was one of 405 students who signed up. When I showed up to lead their first gathering, the community leaders gave me this overview of the attending students: “We have a total spectrum represented today, from the student body president to T. J. Ware, the boy with the longest arrest record in the history of town.” Somehow, I knew that I wasn’t the first to hear about T. J.’s darker side as the first words of introduction.

③ At the start of the gathering, T. J. was literally standing outside the circle of students, against the back wall, with that “go ahead, impress me” look on his face. He didn’t readily join the discussion groups, didn’t seem to have much to say. But slowly, the interactive games drew him in. The ice really melted when the groups started building a list of positive and negative things that had occurred at school that year. T. J. had some definite thoughts on those situations. The other students in T. J.’s group welcomed his comments. All of a sudden, T. J. felt like a part of the group, and before long he was being treated like a leader. He was saying things that made a lot of sense, and everyone was listening. T. J. was a smart guy and he had some great ideas.

④ The next day, T. J. was very active in all the lessons. By the end of the gathering, he had joined the Homeless Project group. He knew something about poverty, hunger and hopelessness. The other students on the group were impressed with his passionate concern and ideas. They elected T. J. as co-chairman of the team. The Student Council president would be taking his instruction from T. J. Ware.

⑤ When T. J. showed up at school on Monday morning, he arrived to a firestorm. A group of teachers were protesting to the school principal about his being elected co-chairman. The very first community-wide service project was to be a giant food drive, organized by the Homeless Project group. These teachers couldn’t believe that the principal would allow this crucial beginning to a prestigious, three-year action plan to stay in the incapable hands of T. J. Ware.

⑥ They reminded the principal, “He has an arrest record as long as your arm. He’ll probably steal half the food.” Mr. Cogshall reminded them that the purpose of the ACE program was to uncover any positive passion that a student had and reinforce its practice until true change could take place. The teachers left the meeting shaking their heads in disgust, firmly convinced that failure was imminent.

⑦ Two weeks later, T. J. and his friends led a group of 70 students in a drive to collect food.

They collected a school record: 2,854 cans of food in just two hours. It was enough to fill the empty shelves in two neighborhood centers, and the food took care of needy families in the area for 75 days. The local newspaper covered the event with a full-page article the next day. That newspaper story was posted on the main bulletin board at school, where everyone could see it. T. J.'s picture was up there for doing something great, for leading a record-setting food drive. Every day he was reminded about what he did. He was being acknowledged as leadership material. T. J. started showing up at school every day and answered questions from teachers for the first time. He led a second project, collecting 300 blankets and 1,000 pairs of shoes for the homeless shelter. The event he started now yields 9,000 cans of food in one day, taking care of 70 percent of the need for food for one year. T. J. reminds us that a bird with a broken wing only needs mending. But once it has healed, it can fly higher than the rest. T. J. got a job. He became productive. He is flying quite nicely these days.

[837 words]

Notes to the Text

- ❶ be doomed to 注定 (后接名词或动词原形)
- ❷ By high school, T. J. was the most renowned troublemaker in his town. “直到中学, T. J. 一直是他镇上大名鼎鼎的麻烦制造者。”这句话中 renowned 的意思是“大名鼎鼎的”。
- ❸ he arrived to a firestorm 他带来了一场大风暴

New Words and Expressions

- **doom** /du:m/ *v.* to make someone or something certain to fail, die, be destroyed etc. 命中注定, 难逃厄运
- **literally** /'litərəli/ *adv.* used to emphasize that something is actually true 真正地, 确实地 (用于加强语气)
- **cringe** /krɪndʒ/ *v.* to shrink back, as in fear 畏缩, (因害怕等) 退缩
- **semester** /sɪ'mestə(r)/ *n.* one of the two periods into which a year at high schools and universities is divided, especially in the U.S. 一学期, 半学年
- **overview** /əʊvəvju:/ *n.* a broad, comprehensive view; a survey 总的看法, 全面的评述
- **spectrum** /'spektrəm/ *n.* the full range of something 范围
- **passionate** /'pæʃənət/ *adj.* capable of, having, or dominated by powerful emotions 热情的, 激昂的

- **council** /'kaunsəl/ *n.* a group of people appointed or elected to make decisions or to give advice 委员会, 理事会
- **crucial** /'kru:ʃəl/ *adj.* extremely significant or important 关键性的, 极其重要的
- **disgust** /dɪs'gʌst/ *n.* dislike 厌恶
- **imminent** /'ɪmɪnənt/ *adj.* about to occur; impending 即将来临的, 逼近的

Exercises

I Fast Reading 15 minutes

Directions: For questions 1-7, mark Y (for Yes) if the statement agrees with the information given in the passage, mark N (for No) if the statement contradicts the information given in the passage, mark NG (for Not Given) if the statement is not given in the passage. For questions 8-10, complete the sentences with the information given in the passage.

1. From the passage we know that T. J. Ware was a disabled person.
2. T. J. Ware performed poorly while in the university.
3. T. J. Ware didn't like to talk, answer questions or get into fights at high school.
4. ACE training was a program designed to have students become more involved in their communities.
5. At the very beginning, the community leaders were afraid that the author would disgust T. J. Ware and they felt sorry.
6. T. J. Ware was an orphan from a poor family.
7. Finally T. J. Ware became a person who was valuable to the society.
8. At the start of the gathering, T. J. Ware didn't _____ the discussion and _____.
9. By the end of the gathering, he had joined the Homeless Project team. He had some knowledge about _____.
10. T. J. reminds us that once the broken wing of a bird has _____, it can fly high.

III Reading Comprehension Reading in Depth

Directions: The following are five 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.

1. According to Paragraph 1, we know that T. J. Ware was _____.
A. a good teacher
B. a good student

- C. a disabled person
D. a troubled kid
2. At the beginning of the high school, which adjective can best describe T. J. Ware?
A. Talkative. B. Quiet.
C. Active. D. Evil.
3. Which of the following can probably explain the meaning of the word "flunk" in Paragraph 2?
A. Failed in the exam.
B. Fought with other class.
C. Flattered the teacher.
D. Stayed in the same grade for more than one year.
4. Why did T. J. Ware change to be active and productive?
A. His families asked him to change.
B. He wanted to be the leader of the gathering.
C. The interactive games gave him a chance to show himself and made others understand him.
D. There was no reason given in the passage.
5. From the story, we can learn that _____.
A. the disabled also need respect
B. people can always change for the better
C. we should not deny a person thoroughly just because of his one certain aspect
D. everybody will be successful finally as long as he becomes active

III Passage Understanding

Directions: In this section, there is a passage with ten 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. You may not use any of the words in the bank more than once.

By high school, T. J. Ware was the most 1 for making troubles in his town. His past was just like the bird in the old saying "A bird with a broken wing will never fly as high." Teachers 2 him because he didn't like to talk, answer questions and almost every time of the exam he would 3. But T. J. Ware always was 4 each year to a higher grade level, because no teacher liked to

see him again the following year. But things 5 when the students including T. J. joined in ACE training, a program designed to have students become more involved in their communities. At the very beginning, of course, T. J. still 6 the attitude of indifference; but when the interactive games began, he was 7 in the games and he gradually really joined. He had many definite thoughts and great ideas and what he said had made a lot of sense. The other students on the team were 8 with his passionate concern and ideas. They elected T. J. as co-chairman of the team. When the teachers heard about the news, they 9 the students' decision and reminded the principal that T. J. wasn't suitable to the crucial post. But the principal 10 their suggestion. And the following facts showed that T. J. managed to fulfill the tasks successfully and outstandingly. After graduation, T. J. got a job. He became productive. From his story we know that a bird with a broken wing only needs mending. But once it has healed, it can fly higher than the rest.

- | | | |
|------------------|----------------|-------------|
| A. turned down | B. impressed | C. lucky |
| D. maintained | E. objected to | F. absorbed |
| G. keep the same | H. changed | I. fail |
| J. pass | K. passed on | L. renowned |
| M. hated | N. disliked | O. remained |

IV Short Answer Questions

Directions: **Answer the questions in fewest possible words (not exceeding ten words). Your answer may be a word, a phrase, or a short sentence.**

1. By high school, why did the teachers dislike T. J. Ware?
2. Why was T. J. Ware being passed on each year to a higher grade level in spite of his poor performance in study?
3. How did T. J. Ware make others like him?
4. What was the attitude of the teachers toward T. J. Ware's being elected co-chairman of the Homeless Project group?
5. What impression did people have on T. J. after he led a successful project?

V Translation

Directions: Complete the sentences by translating the Chinese into English.

1. When he was a small boy, he _____.
以麻烦制造者而知名
2. He was _____, but definitely not _____.
前行 进步
3. She did everything with the attitude that “_____”.
大家随便，我等着瞧
4. He was saying things that _____, and everyone was listening carefully.
很有意义
5. Nobody believes that the principal will allow this _____ to
a young man without much social experience. 关键性的开端

VI Questions for Discussion

1. How do you understand the sentence “A bird with a broken wing only needs mending”?
2. How do you look at T. J. Ware’s success and people’s crucial changes? Give examples if necessary.

Part 2

Reading Skill

Getting Rid of Bad Reading Habits

Before we start to acquire new techniques we must understand what maybe slow us down. The following are some of the bad habits which tend to cause people to read slowly. Ask yourself whether you are guilty of any of the following:

1. Lip reading (唇读): Moving your lips while you read slows you down. If you are moving your lips as you read, you will not be able to read faster than speak. Try to put your fingers on your lips or grip a pencil between your lips as you read to stop the motion. Getting rid of this habit will encourage the direct eye-mind connection and allow you to visualize concepts and main ideas rather than concentrating on one word at a time.

2. Vocalizing (声读): You are pronouncing words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking. To check, rest your fingertips lightly against the vocal cord area of your throat. If you feel a vibration, or if you find that your tongue is moving, you are vocalizing.

3. Sub-vocalizing (默读): This is “hearing” the words as you read silently and “saying” them in your mind at the same rate you would read out loud. Be careful of this. It slows you down, but you may need to subvocalize as you improve from lip reading or vocalizing. As you become better, you should try to subvocalize less.

4. Finger reading (指读): Someone reads with his finger pointing to the words or with his head moving back and forth which also slows down reading speed.

5. Regressing out of habit (回读): Regressing means rereading a word, phrase, or sentence out of habit and not because of need. Sometimes, it is necessary to reread something, especially when dealing with a difficult passage. But habitual, unnecessary regressing really slows you down. Use a card or paper to cover the text after you read it to prevent regressing.

6. Reading one word at a time: Slow readers tend to see only one word at a time. Good readers will see several words at a time and their eyes will stop only three or four times as they read through a page. Reading in idea-phrases speeds up your reading and improves your understanding of what you have read. Mark the phrases in the sentences of a passage, then practice seeing more than one word at a time.

7. Reading everything at the same speed: When reading, set your rate according to your purpose for reading and the difficulty level of the material. The more difficult the material, the slower the rate. The best way to read faster is to practice reading just a little faster than being comfortable. Changing reading habits is not easy, after all you have been reading that way for many years. It takes several weeks of conscious effort in order to change your bad reading habits.

Part 3

Reading Practice

There are three short passages in this part. Read the passages quickly and do the comprehension exercises.

Passage 1

① One of our biggest social cripples (缺陷) is the fear of not measuring up. Perhaps you feel you won't impress others because they are more confident, successful, intelligent or attractive than you are. Such thinking is wrong-headed. The secret of doing well with others is accepting yourself.

② When I was a college student, I kept a journal filled with private memories. Some were painful memories from childhood times when I felt hurt, confused, lonely and insecure. I described fragments of dreams and intense personal feelings of anger and hatred, as well as things I enjoyed such as magic stories and coin shops.

③ Then a terrible thing happened. After dinner one night I realized that I had left my journal in coatroom outside the campus dining hall. Terrified that somebody might read it and find out the truth about me, I raced back, only to discover that it was gone.

④ Weeks passed, and eventually I gave up hope of finding it again. A month later, I was hanging up my jacket in the same place when I saw my brown, tattered (破烂) journal, just where I'd left it. Nervously I flipped through the pages and found that a stranger had written this entry: "God bless you. I am a lot like you, only I don't keep a diary, and I'm grateful to know there are others like me. I hope things turn out well for you."

⑤ Tears came to my eyes. It had never dawned on me that anyone could know my inner feelings and still care about me.

⑥ No matter what you're like—whether you're rich or poor, insecure or outgoing, brilliant or average, attractive or plain—some people like you and others couldn't care less. Nobody gets accepted by everyone. But far more people will be attracted to you if you accept yourself.

[300 words]