

马冬 主编

新编大学英语 阅读教程 (第一册)

College
English Reading

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新编大学英语阅读教程

(第一册)

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前 言

阅读是人们获得知识的一种最基本、最重要的途径。阅读可以增加我们的知识,开阔我们的视野,丰富我们的想象,改善我们的思维品质,提升我们的创造能力;阅读可以开启我们的心灵之窗,塑造我们的灵魂,引导我们积极向上,涵养我们的精神;阅读可以丰富我们的情感,使我们更富于人性,更懂得求真、为善和审美;阅读可以改变人们的心境,增加人们的生活情趣,使人们生活得更加充实,更有意义。

针对于大学生这个群体,英语阅读是必不可少的。阅读是一种言语活动。在这过程中所表现出来的能力,被称为“阅读能力”或“阅读理解能力”。要具备这种能力,还必须具备丰富的知识结构,尤其是对中西方不同语言文化背景以及文化差异的广泛了解。一个拥有社会、文化、风土人情、天文地理、历史等方面知识的人,在阅读相关的英文材料时,要比不具备这方面知识的人操作起来轻松得多,对内容的理解也会透彻得多。

《新编大学英语阅读教程》的编写基于这样的理念,遵循《大学英语课程教学要求》,配合大学英语日常教学,同时有针对性地为大学英语四、六级考试进行辅助铺垫,从近年来英、美等国出版的原文作品和报刊书籍中精选内容新颖,趣味性强的文章,涵盖西方社会、历史、地理、风俗等方面内容,通过文体多样的选篇和针对性强的练习帮助学生拓展视野,积累词汇,提高阅读技能,选材体现了“科学性、前瞻性、可操作性”。全书习题由浅入深,循序渐进,旨在引导学生科学、快速、高效地提高英语阅读理解能力。

《大学英语阅读教程》每一册都由两部分组成:本套教程第一册和第二册的第一部分单词量一般保持在450词左右,第二部分单词量在1200词左右;第三册和第四册文章难度加大,单词量也相应增加,第一部分单词量在550—600词之间,第二部分单词量在1500词左右。

本书由马冬担任主编,王蕾担任副主编。其中马冬编写了第一部分的前40篇,约14万字;王蕾编写了第一部分的41—48篇和第二部分的20篇,约14万字。

《新编大学英语阅读教程》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,目的是帮助学生通过进行大量的课外阅读,扩大词汇量,灵活运用各种阅读技巧,提高阅读速度,最终达到增强阅读理解能力的目的。由于时间紧,编者水平有限,其中必有不当或疏漏之处,敬请广大使用者批评指正。

马 冬

2013年6月

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Part One
Reading in Depth

Passage One

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 Thorold, a university professor, has been examining fish ears, small round ear bones called otoliths(耳石).

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, Thorold 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 Thorold 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.

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

In the case of the Atlantic croaker(石首鱼), a popular saltwater food fish, Thorold 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 Thorold 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 their ears”?
- They are very interested in Thorold’s research findings.
 - They want to know where they can find fish.
 - They lend their fish for chemical studies.
 - They wonder if Thorold can find growth rings from their ears.
5. Which of the following is *NOT* true according to the passage?
- Thorold’s research findings are important to managers in fish industry.
 - We can know fish’s age by observing its ears.
 - Thorold’s research is nothing new at all.
 - Otoliths can not be seen by naked eyes.

Passage Two

In 1791 the French nation, in the midst of a revolution, wished to break with the past, especially with those aspects which they considered illogical and useless. One of those was the traditional system of weights and measures in use. Not only was the system overtly(明显地)complicated, but it also varied widely from place to place.

In constructing the new system, the French began by setting up a unit of distance equal to oneforty-millionth part of the earth’s circumference (圆周长). Unfortunately, later measurements showed that the unit designed was not exactly that fraction, but they continued to use it (Today the unit is defined simply as the distance between two marks on a platinum iridium (铂铱) bar which is kept in a suburb of Paris). The unit is the meter, and the system of measurements based on this unit is the metric system, the system today used by scientists all over the world.

The metric system is built in units of ten, Greek prefixes showing multiples and Latin prefixes showing fractions. The Greeks had no word for number larger than ten thousand and the Romans had none for a number larger than one thousand, but the system was extended by using less specific words; for instance mega meter (one million meters) is derived from a Greek word that means simply “large”.

The symbol formeter is “m”. Decimal multiples(十进倍数)and submultiples(约数)of the meter, such as kilometre (1000 meters) and centimetre (1/100 meter), are indicated by adding prefixes(前缀)to *meter*. In the United States, it is spelled *metre*.

- The French constructed a new system of weights and measures because _____.
 - their system did not conform to other nations’ system
 - they were in the midst of a revolution
 - simplifying the old system proved difficult
 - they wished to give up things illogical and useless
- The French system of weights and measures used before 1791 was _____.
 - extremely complicated and it differed widely from place to place
 - not the same in its complexity
 - varied widely from place to place in its use

- D. highly complicated in calculation
3. When the basic unit was proved inexact, the French _____.
- A. reconstructed the entire system
- B. not the same in its complexity
- C. redefined the meter
- D. return to the traditional system of measurement
4. Multiples in the metric system are shown by _____.
- A. Greek prefixes
- B. Latin prefixes
- C. specific Latin numbers
- D. general words adopted from the Greeks
5. It is implied but not stated that _____.
- A. the metric system was immediately adopted as a standard system throughout the world
- B. all units in the metric system related to the basic meter
- C. the limitation of Greek and Latin proved a great obstacle to extending the system
- D. the basic unit of the metric system was to equal a measurable part of the earth's circumference

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 (缓慢地向前移动) 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(康乃狄克州)and came into Manhattan(曼哈顿)on the same train every morning, arriving in the office at 9:35, so his staff knew exactly when to start working.

- Marie felt nervous when she knocked at the door because _____.
 - it was her first day in a new job
 - she was a little bit late for work
 - she was afraid that she had gone to the wrong place
 - there was no answer from inside the office
- Marie could hardly recognize the office she went into because _____.
 - she had been there only once
 - Mr. King was not in the office
 - nobody was doing any work
 - the office had a new appearance
- The people in the office suddenly started working because _____.
 - they saw a stranger in the office
 - they had finished their morning break
 - no one wanted to talk to Marie
 - the boss was about to arrive
- We can infer from the text that the employees of the enterprise _____.
 - would start their work by listening to a joke
 - were cold to newcomers
 - were always punctual for work
 - lacked devotion to the company
- The best title for this text would be _____.
 - Punctual Like A Clock
 - A Cold Welcome
 - An Unpunctual Manager
 - Better Late Than Never

Passage Four

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 UK'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.

- The tie symbolizes all of the following except _____ .
A. respect B. elegance C. politeness D. democracy
- 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.
- 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.
- Who brought the Frenchmen’s neckwear to Britain?
A. Tony Blair. B. Charles II. C. Jim Callaghan. D. Andrew Turnbull.
- 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

Seals(海豹) may not deserve their reputation as purely polygynists(一夫多妻的), a new study suggests. Far from showing no interest in long-term relationships, many seals will in fact return to a tried and true partner.

In addition, researchers had thought that female seals prefer dominant(主导的) males, which fight with other males for mating rights. On the contrary, subordinate(从属的) males, in particular, “establish durable ties (with females), recognizing each other between seasons and coordinating their behaviors”, report Bill Amos of the University of Cambridge in England and his colleagues.

Whether the males pick the females or vice versa remains unclear.

“There data challenge our rather smug(自以为是的) beliefs about mating systems”, says Phil Clapham of the Smithsonian Institution’s National Museum of Natural History in Washington, D. C “This is the first I’ve seen of something like this in a seal”, adds Rob Fleischer of the Smithsonian’s National Zoological Park

Amos and his colleagues marked and took blood from 85 female and 88 male *Halichoerus grypus* seals(灰海豹) in breeding areas on North Rona, an island off Scotland. Between 1986 and 1989, almost 70 percent of the females, which generally have one offspring at a time, returned to the island. Using molecular(分子的) genetic techniques, the scientists examined the parentage(亲子关系) of these females’ pups(幼兽), including about 50 pairs of siblings or half-siblings(兄弟姐妹).

The researchers found that any two seal pups born during the study are about 13 times as likely to have the same father if they share the same mother. Those odds(几率), Amos says, suggest “far greater partner fidelity(忠诚) than you could get by chance”.

Genetic analyses of the pups and adults ruled out(总结出) the possibility that a few very successful males, spending a lot of time in the breeding colony, produced most of the full siblings(同胞亲缘关系). Tests also revealed that dominant males which returned to the island “actually father(当……的父亲) disproportionately few full sibs”, the scientists report. Therefore, credit for most full siblings goes, by default(默认), to the subordinate males, the authors conclude.

Seeking out a familiar partner could help reduce the death rate of pups, they speculate. Fights over females disturb the clan(部落), sometimes separating mothers from pups, which die if left on their own. Clapham disagrees, saying that motives(动机) for the seals’ fidelity remain unclear.

1. What does this passage mainly discuss?
 - A. *Halichoerus grypus* seals.
 - B. Mating of seals.
 - C. Seals in the oceans.
 - D. Breeding area of seals.

2. According to the passage, the researchers previously thought that _____.
 - A. subordinatemales established durable ties with females
 - B. dominant male seals won the preference of females
 - C. it is males that pick females during mating
 - D. females seals dominated male seals completely
3. According to the passage, where is the island Worth Roma located?
 - A. Near Scotland.
 - B. In Cambridge.
 - C. Off Washington.
 - D. Close to Antarctic.
4. According to the passage, the production of most full siblings is credited to _____.
 - A. dominant males
 - B. subordinate males
 - C. pups and adults
 - D. any seal
5. The seals develop familiar partnership to avoid _____.
 - A. fighting over females
 - B. less full siblings
 - C. dominant males
 - D. being controlled by females

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(资产), one for which we might readily give up such rewards as power, wealth, or fame.

Because ill health is universal problem, affecting both 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(制度). To the sociologist, then, medicine is the institution concerned with the maintenance(保持)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