

(第 1 册)

# 大学英语 阅读精选

吴燮元 主编 张青彦 审校

浙江大学出版社



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# 前 言

《大学英语阅读精选》是根据国家教育委员会审定批准的《大学英语教学大纲》为依据编写的,按分级教学的要求共有四册,每级一册,供1—4级的泛读教学使用。本教材着重于阅读能力的培养,各册均有所侧重。一至二册以培养学生对文章中某些信息的理解为主,三至四册以归纳中心思想,推论,判断,深层含义的理解为主。为了使學生能通过阅读巩固并扩大词汇量,本教材每一篇课文正文后除配有阅读理解题外,还配有词汇练习题。本教材每册由10个单元(Unit)组成,每一单元有两部分阅读文章(A和B)及一套阅读测试题(Reading Test)。编写测试题的目的在于使学生能自行检查阅读效果,不断强化阅读训练。考虑到学生受到词汇量及某些文化背景的限制,凡同级《精读》教材(上海外语教育出版社)中尚未出现的词汇我们在书后编有各单元的词汇附表(Glossary);此外,在每篇文章之后都有一些注释(NOTES)以帮助学生领会文章的某些背景及难点。本教材还附有每一单元练习题及阅读测试的答案。

本教材题材广泛,内容新颖,富有浓厚的时代气息,所选文章均取材于近年来的外报外刊及书籍,语言流畅准确并具有较强的可读性和趣味性,同时也较好地反映了语言的共核。因此,把它作为与大学英语精读配套的泛读教材使用是非常合适的,同时也可作为英语自学者的阅读教材。

本教材由浙江工业大学外语部负责编写。吴燮元担任主编,一至四册依次由胡慧玲,宣国英,王中一,吴燮元编写。浙江大学张青彦教授为本教材提供了很好的建议并仔细审阅了全稿,浙江大学出版社为本书的出版给予了大力支持,在此我们表示衷心感谢。

由于时间仓促,编者水平与经验有限,书中不妥之处欢迎广大读者批评指正。

编 者

1994年7月

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# UNIT ONE

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## A. IQ, Genes and Environment

(1) What has happened to Japan since World War II? Besides its high position in the world's marketplace as manufacturer of all sorts of items from transistors to cars, it has undergone vast changes in the way<sup>1</sup> its people live. Psychologists are particularly interested in those societal shifts because the average IQ<sup>2</sup> among Japanese children aged 6 to 16 is now the highest in the world, having risen by some 7 points over the past generation. Young Japanese now score a mean IQ of 111, compared to the American 100, with Japanese superiority showing up particularly on block design, mazes, picture arrangement, and object assembly (Lynn, 1982). More than three-quarters of Japanese children have higher IQs than the average American or European, and while only about 2 percent of Americans and Europeans score over 130<sup>3</sup>, about 10 percent of Japanese now reach this level.

(2) "It seems doubtful whether a rise of this magnitude could be accounted for by a change in the genetic structure of the population. Instead, the explanation probably lies largely in environmental improvements" (Lynn, 1982) Among the changes in Japanese society that probably contribute to<sup>4</sup> this rise in scores are the mixing of previously isolated peasant communities as almost 40 percent of the population moved from the country to the cities and married people from other areas, the country's rapid economic growth that brought out improvements in welfare, health, and education; and the growing exposure to the Western culture that developed these tests (Anderson, 1982).

(3) It isn't clear why the Japanese IQ has surpassed the American average, but one possibility might be differences in the two countries' educational systems. The Japanese system aims to produce not a brilliant elite but rather<sup>5</sup> a high average level of capability in its graduates, thus "shaping<sup>6</sup> a whole population, workers as well as managers, to a standard inconceivable in the United States" (Rohlen, quoted in Silk, 1982).

(4) Evidence of the impact of environment on intelligence scores has also shown up in a number of different situations in this country. In one classic study (Skeels, 1966; Skeels & Dye, 1939; Skodak & Skeels, 1949), thirteen apparently retarded 2-year-olds, who were taken from an orphanage<sup>7</sup> to an institution where mentally retarded young women spent a great deal of time "mothering" them, grew up to be functioning adults. By contrast, a control group of twelve children who had stayed in the orphanage until lat-

"I write to my sons. "

"And you read too?" the woman whispered.

"Si, si. "<sup>12</sup>

(11) The woman opened her shopping bag and pulled out a stack of airmail letters. "Read . . . read to me, please. "

(12) The letters were from the woman's son fighting in Europe, a boy with red hair who, Mamma remembered, used to sit on our front steps with my brothers. One by one, Mamma read the letters, translating them from English to Italian. The woman's eyes misted and sparkled. "Now I must answer," she said. But what words to use?

(13) "Make some coffee, Tavi," Mamma called to me, as she led the woman to the kitchen and a chair at the table. She took out her pen and ink and airmail paper and began to write. When she had finished, she read the letter to the woman.

(14) "How did you know I wanted to say that?"

(15) "I often stare at my boys' letters, the same as you, and I wonder what to write. "

(16) Soon the woman returned with a friend, and another and another all with sons at war, all in need of letters. Mamma had become the neighborhood letter-writer. Sometimes she would spend a whole day writing.

(17) Mamma placed great importance on people signing their names, and the little woman with the gray hair asked Mamma to teach her. "I want to learn to write my name for my boy to see. " So Mamma took the woman's hand in hers, and led it up and down and around on paper, over and over, until she could do it without help. After that, whenever Mamma wrote a letter for her, the woman signed her name and smiled.

(18) One day she came to our house, and with one look Mamma knew what had happened. All hope had gone from her eyes. They sat together for a long time, their hands touching and their hearts locked as one. Then Mamma said, "Maybe we'd better go to church. There are some things too big for people to understand. " When Mamma came home, she couldn't think of anything except the boy with the red hair.

(19) After the war Mamma put away pen and paper. Finito,<sup>13</sup> she said. But she was wrong. The women who had come to her with their son's mail now returned with letters from their relatives in Italy. They also came to her for help in becoming American citizens.

(20) Mamma once confessed that she had always dreamed of writing a novel. Why didn't she? I asked.

(21) "Everyone has a purpose in life," she said. "Mine seems to be letter-writing. " She tried to explain her zeal for it.



(22) "A letter pulls people together like nothing else. It can make you cry or shout with joy. There's no finer caress than a love letter, because it makes the world very small, and the writer and reader, the only rulers. Girl, a letter is life!"

(23) Mamma's letters are all gone now. Yet the recipients still talk of her, carrying memories of her letters next to their hearts.

## NOTES

1. to this day; until now
2. Pearl Harbor; 珍珠港事件
3. When; considering that; as; since
4. Mamma said there was a direct line from the brain to the written word that was as powerful as any God-given light; Mamma said that she was quite clear as to what to write in her letters as if she had been given all the inspiration and strength by the God.
5. to hold us together; to cause ourselves remain united
6. "Why not just write Mamma?": "Why don't you just sign Mamma!"
7. in a new light; in a new way
8. This petite woman who in heels scarcely measured five feet; this small woman who was hardly five feet tall when she was wearing shoes in high heels.
9. "Americanize" with a permanent; to be dressed in an American way permanently
10. That; now that; since
11. bit by bit; gradually
12. si, si; (Italian) yes, yes
13. Finito; (Italian) finished, over

## COMPREHENSION QUESTIONS

1. "We" in the sentence "We would sit around the table, ..." in the 8th paragraph refers to \_\_\_\_\_.

- A. Father, Mother and the narrator
- B. Father, Mother and all the children
- C. all the children except Johnny
- D. Mother and the narrator

2. That Mamma placed great importance on signing names shows that Mamma was \_\_\_\_\_.

A. self-centred

B. self-important

- C. independent    D. conceited
3. "Why didn't she?" in the 20th paragraph indicates the narrator was \_\_\_\_\_.  
A. asking about the reason for not writing a novel  
B. encouraging Mamma to become a novel writer  
C. laughing at Mamma's ambition  
D. disappointed at Mamma not being a novel writer
4. "It" in "It didn't seem possible that . . ." in the 8th paragraph refers to \_\_\_\_\_.  
A. all the family going to war  
B. all the family going away to work  
C. all the family writing letters  
D. all the family sitting around the table
5. The little woman's voice trembled because she was \_\_\_\_\_.  
A. frightened    B. excited  
C. hurt    D. heart-broken
6. Mamma wrote letters because \_\_\_\_\_.  
A. she always dreams of becoming a letter writer  
B. she thinks that nothing else can bring people together than letters  
C. she wants to lessen her anxiety about her sons in battlefield  
D. she wants to make the world become smaller

## VOCABULARY

Directions: Read each the following sentences and choose from A, B, C, and D, the one that is closest in meaning to the underlined part.

7. Every night she would sit at the big kitchen table and compose a letter to my brother Johnny.
- A. form  
B. write  
C. settle  
D. make up of
8. She was counting on that light to find Johnny.
- A. relying on  
B. numerating on  
C. building  
D. regarding
9. I teased her about it.
- A. respected highly  
B. worshipped  
C. despised deeply  
D. made fun of . . . playfully
10. The woman's eyes misted and sparkled.
- A. were filled with tears  
B. brightened

C. wept

D. darkened

11. Yet the recipients still talk of her, carrying memories of her letters next to their hearts.

A. receivers

B. accepters

C. holders

D. carriers

12. Mamma once confessed that she had always dreamed of writing a novel.

A. declared

B. announced

C. admitted

D. suggested

13. The women who had come to her with their son's mail now returned with letters from their relatives in Italy.

A. clan

B. tribe

C. families

D. relations

14. Mamma tried to explain her zeal for letter-writing.

A. hobby

B. interest

C. enthusiasm

D. optimism

## B. A Special Physical Examination

(1) It is a true story which happened during World War II in a certain state of the U. S. A.

(2) One day a young man named Jim received an enlistment notice in which he was told to undergo the physical examination the next day. To Jim it seemed like a bolt from blue.<sup>1</sup> He was troubled so much that he couldn't get to sleep all the night. In all fairness,<sup>2</sup> Jim wasn't a coward and he hated the Fascists deeply. But he wouldn't join the army. Why? It was all because he was in love with a beautiful girl and he would not be separated from his girl friend. "If I could find a way to make the doctors believe there are some defects in my body," he thought, "I would avoid being sent to serve in the army. But how?... " He thought and thought. Suddenly to his great joy, a good idea crossed his mind.

(3) The next morning Jim got to the hospital on time. He was led into a large room where he found an aged medical officer sitting behind a large writing-desk, busy looking through the sheets of paper carefully. "It must be the chief doctor," to himself Jim thought, "And I'd best try not to be paid attention to by that old fellow." With the thought, he hurriedly found a seat to sit down on and took out an out-of-date newspaper, pretending to read it.

(4) Not long after that, Jim heard his name called. He knew it was his turn to be

examined. When Jim came up to the doctor, the old man raised his head slowly from his papers and took a quick and sharp look at him, then in a whisper he ordered Jim to put his newspaper on the table and take off his clothes at once. Of course, Jim had to do what he was wanted to. After that, he was told to go straight to a corner and sit down on a chair there. But to Jim's great surprise, no sooner had he seated himself on the chair than he heard the doctor murmuring to his assistants: "Finished! That lad is quite up to the standard." <sup>3</sup>

(5) "How can you draw such a conclusion like that before you give me a careful check? It's too rash!" still on the chair, Jim shouted at the doctor. "Don't be impetuous, young man! Get off and put on your clothes, and then I'll explain it to you." the doctor said calmly.

(6) And when Jim stood before the old man, the doctor held out his hand and gave a pat on his broad shoulder. A smile on his face, he said to Jim in a kind voice:

"My boy, you said we didn't examine you carefully, didn't you? But I don't think it necessary for us to do that. You might be puzzled about this. Now let me tell you how and why." A pause to take a breath, he went on: "When I whispered to you to put down the newspaper and take off your clothes, you did it as I told you. It shows you have good ears. And then when you were asked to go and sit on the chair in that corner, you did it, too. It shows you can see any object within a certain distance. So you are not nearsighted at all. Besides, you were found reading the newspaper just now, and we are certain you are a man of intelligence. In a word, we make no doubt<sup>4</sup> that you are perfect in mind and body. Now I'm glad to say you've passed the physical examination, that is to say you'll be a glorious soldier. Congratulations!"

(7) With those words the medical officer stretched out both hands to Jim, and Jim could do nothing but hold them in his own. "Wish you to be a good fighter and fight for the justice and freedom of human beings!" said the old man in an inspiring voice. And Jim was so moved that his eyes were full of tears.

(8) Half a year later, Jim was killed in the European battlefield. At this news his girl friend nearly went mad. She dashed down to the shore and stood there, looking out to boundless ocean. She kept weeping, while calling her lover's name. "Don't be like that, my dear." It was an old man's trembling voice. "Your Jim died a real man. He devoted his life to the people all over the world. It is right that we should be proud of him..." Saying this, the father was choked. His only regret was that he had never had Jim know who he was. This old man was no other than the medical officer who had given Jim the health check. <sup>5</sup>

## NOTES

1. a bolt from the blue; something unexpected and unpleasant 晴天霹雳
2. in all fairness; fairly speaking 平心而论
3. be up to the standard; meet the requirements 符合要求
4. make no doubt; be absolutely sure
5. This old man was no other than... The health check; this old man was the very medical officer who had examined Jim.

## COMPREHENSION QUESTIONS

15. Before the physical check Jim had got an idea that he \_\_\_\_\_.
  - A. would try to pretend to be wounded
  - B. would beg the doctors to do him a favour
  - C. was going to find a person who was in poor health instead of him
  - D. was to pretend to be deaf or nearsighted
16. When Jim's trick was seen through, the doctor \_\_\_\_\_.
  - A. criticised him seriously
  - B. took relevant measure to deal with it
  - C. disclosed it in public
  - D. ignored it
17. In the physical examination \_\_\_\_\_.
  - A. the doctor knew him well
  - B. Jim knew the chief examiner was his girl friend's father
  - C. both the doctor and Jim knew each other
  - D. Jim didn't know the doctor, nor did the doctor know him
18. The old medical officer was a \_\_\_\_\_ himself.
  - A. coward
  - B. dictator
  - C. patriot
  - D. hypocrite
19. Jim's eyes were full of tears after the physical examination because \_\_\_\_\_.
  - A. his trick was seen through
  - B. he had to leave his girlfriend
  - C. he was annoyed by what the old medical officer said
  - D. he was deeply impressed by what the old medical officer said
20. To meet the requirements of a soldier, you are to have \_\_\_\_\_.
  - A. good hearing and eyesight and perfect mind
  - B. ability to come up with tricks
  - C. some newspapers to read

D. both A and B.

## VOCABULARY

Directions: Read each the following sentences and choose from A, B, C, and D, the one that is closest in meaning to the underlined part.

21. He was troubled so much that he couldn't get to sleep all the night.

- A. annoyed
- B. worried
- C. dismayed
- D. disappointed

22. In all fairness, Jim wasn't a coward and he hated the Fascists deeply. Which of the following is descriptive of the word underlined.

- A. courageous
- B. brave
- C. heroic
- D. frightened

23. He wouldn't like to be separated from his girl friend. Which of the following can NOT replace the phrase underlined?

- A. be divided off
- B. leave
- C. be parted from
- D. be away from

24. Suddenly to his great joy, a good idea crossed his mind.

- A. past
- B. appeared
- C. drew to
- D. occurred to

25. He took out an out-of-date newspaper, pretending to read it.

- A. intending
- B. trying hard
- C. making a false attempt
- D. making great efforts

26. We are certain you are a man of intelligence.

- A. a wise man
- B. a literary man
- C. an educated man
- D. an illiterate man

27. We make no doubt that you are perfect in mind and body.

- A. precise
- B. accurate
- C. healthy
- D. orderly

28. Saying this, the father was choked.

- A. calm
- B. mad
- C. determined
- D. suppressed

## Reading Test

### PASSAGE ONE

At a time when enormous new burdens are being placed on the public schools, the nation finds itself faced with new limits on its material abundance. These limits have steadily reduced the amount of money available to the public schools as they try to deal with their rapidly growing problems.

Throughout the nation's history, most Americans have seen the public school system as a great educational ladder of opportunity. Beginning in the late 1960s, however, many Americans came to see more problems than opportunities when they observed the public schools in action. This has resulted in a serious decline in citizen support for the public schools.

Americans have expected much and received much from their public schools since they began in the early 1800s. No institution has done more to develop equality of opportunity in the nation. Recent decades, however, point to the danger that if Americans expect too much from their public schools, they may receive too little.

In spite of these dangers, public education is likely to remain one of the most important institutions in American society. Although it has many flaws, no acceptable substitute for it has yet been found.

29. Which of the following is true?

- A. More and more people have come to provide support for the public schools.
- B. Fewer and fewer people have come to provide support for the public schools.
- C. The number of the people who support the public schools remains the same.
- D. No people are willing to support the public schools at all.

30. Which of the following can best replace the word "flaws" in the last paragraph?

- A. shortcomings
- B. burdens
- C. abundance
- D. dangers

31. By saying "No institution has done more to develop equality of opportunity in the nation", the writer means that \_\_\_\_\_.

- A. public schools have contributed most to the development of equality of opportunity in America
- B. neither public schools nor other institutions have done much to develop equality of opportunity in America
- C. no institution has expected much more than public school in developing equality of opportunity in America
- D. institutions have contributed almost nothing to the development of the equality

of opportunity in America

32. For how many decades have public schools been faced with problems so far?
- A. three and half years
  - B. ten years
  - C. twenty years
  - D. two and half years
33. What is the author's attitude toward the function of public schools in America?
- A. passive
  - B. uncertain
  - C. affirmative
  - D. negative

## PASSAGE TWO

What is your favorite color? Do you like yellow, orange, red? If you do, you must be an optimist, a leader, an active person who enjoys life, people, and excitement. Do you prefer grays and blues? Then you are probably quiet, shy, and you'd rather follow than lead. You tend to be a pessimist. At least, this is what psychologists tell us, and they should know, because they have been studying seriously the meaning of color preference, as well as the effect that colors have on human beings. They tell us, among other facts, that we don't choose our favorite color as we grow up—we are born with our preference. If you happen to love brown, you did so as soon as you opened your eyes, or at least as soon as you could see clearly.

Colors do influence our moods, there is no doubt about it. A yellow room makes most people feel more cheerful and more relaxed than a dark green one; and a red dress brings warmth and cheer to the saddest winter day. On the other hand, black is depressing. A black bridge over the Thames River, near London, used to be the scene of more suicides than any other bridge in the area until it was repainted green. The number of suicide attempts immediately fell sharply; perhaps it would have fallen even more if the bridge had been done in pink or baby blue.

34. An optimist is \_\_\_\_\_.
- A. a person who believes that everything will end up well
  - B. a person who believes that everything will end up badly
  - C. a person who makes and sells glasses for the eyes
  - D. an eye specialist
35. Which of the following colors is more likely to make people sad?
- A. black
  - B. green
  - C. pink
  - D. baby blue
36. According to psychologists, if a person likes a special color it is \_\_\_\_\_.



- A. brown                                      B. a born taste  
C. his preference                              D. decided by future experiences
37. The writer is absolutely sure that \_\_\_\_\_.  
A. color preference decides what a person is going to be  
B. black color is hated most  
C. if you are dressed in red in winter you'll not feel cold any more  
D. colors affect our state of mind
38. If you are a shy person, you tend to be dressed in \_\_\_\_\_.  
A. yellow                                      B. baby blue  
C. pink    D. dark green

### PASSAGE THREE

Beth and Jane are in charge of the watchtower overlooking Carmel Valley, in central California. Beth has held her job for about twenty years first with her husband, then alone. In 1974, she asked Jane, a recent university graduate to come and work with her on the tower.

Although they usually take turns, each with four days on and four days off, they both remained on the tower full time during the fire. There was more than enough to do for both of them. They had to make reports to the Forest Rangers and to answer the endless calls from the people who telephoned day and night, afraid and confused by the mass of misinformation. "We tried to tell them what we knew of the situation," says Beth. "In most cases we could relieve their fear. But at times there was so much smoke that we couldn't even see the fire line. Usually in the morning and in the late evening the wind cleared the air, and we could have a look at the situation. We were really running around!" Even after the fire had been stopped, Beth and Jane kept watching for anything that might look like smoke.

39. Why did some people call endlessly?  
A. They were frightened.  
B. They had mixed feelings.  
C. They wanted to know the real situation.  
D. They wanted Beth and Jane to help to relieve their fear.
40. Jane came to her present work \_\_\_\_\_.  
A. voluntarily  
B. at the request of Beth  
C. because the university assigned her to  
D. because she was not able to find other jobs with a degree