

College English Reading

Book I

大学英语阅读

(上册)

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主审 傅 利

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哈尔滨工业大学出版社



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序

英语是国际语。在经济全球化大环境中,它不仅是不同文化间相互交流的工具,也是不同国家之间“相互竞争的手段”。英语在 21 世纪的特殊定位为外语教育界提出了新的任务和目标。

今后若干年内,广大外语教师面临的任务是:加强实用性教育,包括尽快提高大学生的综合英语能力,使学生的听说读写等能力得到全面发展;而且在此基础上,使大学生掌握在经济、科技和文化等方面进行跨文化交际的能力。显然,这是直接关系到我们国家能否尽快培养出具有强大竞争力的一流人才的十分艰巨的任务。

面临这样巨大的历史性的挑战,我校外语系部分有丰富阅历和教学经验的英语教师,在教材改革和建设方面集思广益,作出初步尝试,推出《大学英语系列教材》,旨在为培养英语综合能力奠定基础。这一系列主要包括:大学英语听说、大学英语阅读、大学英语写作、大学英语词汇、英文散文精选、大学英语语法、大学英语四级试题分项训练、大学英语六级试题分项训练等。

教材体现较先进的教学理念,引进大量国外资料,涵盖文化、科技、教育、经济、政治等,内容最新,丰富多样,实用性强,有利于开阔学生的视野和扩大他们的知识面。教材实践中,练习的设计有很强的操作性,既有利于培养学生相互交往能力,也有利于培养他们的逻辑推理和解决问题的能力。

此系列教材仅是我们在培养大学生综合英语能力方面所进行的尝试,因经验和水平有限,难免有很多不尽人意之处,恳请同仁和读者指教。

哈尔滨工业大学《大学英语系列教材》

编委会

2002 年 8 月

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前 言

《大学英语阅读》的编写宗旨是为学生提供富有时代气息、趣味性强、实用性好的英语阅读材料,以实现《大学英语教学大纲》中对学生英语阅读能力的要求,即: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;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。同时帮助学生进一步扩大和掌握词汇,熟悉各种语言现象和写作技巧,从而全面提高英语水平。

本书文章均选自国外最新的权威性杂志、报刊,题材广泛,主要以反映现实生活和当代时事为主,科普读物占一定比重。文章内容涉及语言学习、文化异同、民俗风情、人生哲理、婚姻家庭、人才培养、教育娱乐、强身健体、求职立业、经济金融,还有克隆基因、移动通讯、电脑网络、航天科技等最新高科技动态和未来科技发展预测。相信这些内容会激发广大读者的阅读兴趣,帮助他们扩大视野、增长知识、启迪思维、陶冶情操。

本书分上、下两册,每册 18 个单元,共 36 个单元,根据难易程度排序。每单元由 3 篇题材相近的文章组成。上、下两册分别附有 5 套阅读测试题,每套题 4 篇文章。

本书为上册,程度相当于大学英语一、二级水平。

为了方便读者学习,本书每课均包括以下几个部分:

(1) 文章前设有 Introduction, 以便于学生对课文主要内容和背景知识有一个大概的印象,同时又能激发阅读兴趣。

(2) 文章中的生词和短语采用最新排版的边注形式,既便于阅读,又节省时间,同时可以降低阅读难度。凡是要求学生在阅读中猜测的词或短语,边注中不予注释,鼓励学生结合上下文边读边猜。

(3) 对文章中一些人名、地名、专有名词、缩略语、背景知识以及难句都予以注释、翻译和讲解。

(4) 文章后附有练习。其中,阅读理解练习用以检查学生对文章的理解程度;Context Clue 练习通过多种方式加强学生对生词的掌握;讨论题用来锻炼学

生的口语表达能力;写作练习可以培养和促进学生的书面表达能力;Word Quiz 针对每单元三篇文章中的词汇编写,目的是进一步加强学生对本单元词汇的复习和巩固。

另外,上、下两册分别附有 5 套阅读测试题,其目的是总结性地检查学生的阅读水平。

本书由哈尔滨工业大学外语系十余位有长期大学英语教学经验的骨干教师分工编写。美籍教师 David P. Williams 和加拿大阿尔伯塔大学教育学博士生崔洪国对本书进行了全面审校,并提出了宝贵的建设性意见,谨此一并表示深深的谢意。

由于编者水平与经验有限,书中难免有不足之处,希望广大读者批评指正。

编 者

2002 年 6 月于哈尔滨工业大学

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Unit One

1. Learning a Foreign Language

Unknown

Introduction

Learning a foreign language has been a challenging¹, yet invaluable experience for me. Read the whole story about my foreign language experience, and you'll know why I have such a feeling.

Text

Learning Spanish² was one of the most challenging yet most rewarding experiences in my life. Although at times learning this language was very frustrating, it was well worth the effort. Now that I can speak Spanish, I can appreciate another culture, and best of all, I can communicate with many wonderful people I would never have known had I not learned their language.

My first experience with Spanish was in junior high school, when I took my first class in the seventh grade. I was very excited to learn a new language, and I had a wonderful, patient, and kind teacher who gave plenty of praise to all the students. Because of this positive³ environment, I eagerly answered all the questions I could, never worrying much about making mistakes. I was at the top of my class for two years.

When I went to high school, I was naturally eager to continue studying Spanish; however, my experience studying Span-

1. challenging
/'tʃæləndʒɪŋ/ n. 富有挑战性的事物
2. Spanish /'spæniʃ/
a. 西班牙语的

3. positive /'pɒsɪtɪv/
a. 积极的

ish in high school was very different from that of junior high school. While my former teacher had shown patience to all the students, my new teacher was quick to punish students who gave incorrect answers. Whenever we answered questions incorrectly, she took a long pointed stick, and while pointing it at us and shaking it up and down, would shout, "No! No! No!" Well, with this new fear, it didn't take me long to lose my eagerness to answer questions. Not only did I lose my excitement for answering questions, I totally lost my desire to say anything at all in Spanish. Because I didn't participate much in class, I lost most of the Spanish I had learned in junior high school. In fact, I just about decided I would never again take a foreign language, least of all⁴ Spanish.

However, that decision didn't last long. When I went to college, I learned that in order to fulfill some general education requirements, all students were required to take a certain number of courses in either mathematics or foreign languages. Because I was an even worse math student than a foreign language student, I decided to try again with Spanish. I enrolled in⁵ a couple of Spanish classes and, to my delight, had wonderful teachers. Unlike my high school teacher, they were patient and kind, and none of them carried sticks! However, the situation was far from ideal⁶. As our classes were very large, I was only able to answer a couple of questions in each class period. Also, after a few weeks of classes, I noticed that there were many students who had lived in Spanish-speaking countries. Because of this, they were able to speak much better than I was. I began to feel intimidated. So, once again, although for different reasons, I was afraid to speak. It seemed my Spanish was just going to stay at the same level forever.

That was the case until a couple of years later, when I was offered an opportunity to study in a Spanish-speaking country in South America. Here was one last chance, I thought! If I couldn't learn Spanish after this experience, I would just have to give up forever. So I decided to take the opportunity. I went into an intensive⁷ Spanish program, where I "relearned" a lot of what I had been trying to learn, off and on⁸, in previous⁹ years.

4. least of all 最不

5. enroll in 登记, 注册

6. ideal /ai'di:l/ a. 理想的

7. intensive /in'tensiv/ a. 精深的

8. off and on 断断续续地

9. previous /'pri:vias/ a. 从前的