

English Reading Comprehension 220

最新版

精编英语阅读理解

(修订版)

220篇

石春祯 编著

书内有购本书赠两套
考研英语全真模拟试题
及答案的回执卡一张
本书无“卡”不准售



世界图书出版公司



English Reading Comprehension 220

最 新 版

精编英语阅读理解

220 篇

(修订版)

石春祯 编著

 世界图书出版公司

(陕)新登字 014 号

English Reading Comprehension 220
最新版精编英语阅读理解 220 篇
(修订版)

编 著 石春祯

责任编辑 焦毓本

总 策 划 谭隆全

封面设计 东 方

世界图书出版公司 出版

(西安市南大街 17 号 邮编 710001)

北京建工印刷厂印刷

各地新华书店经销

开本:787×1092(毫米) 1/16 印张:39 字数:968 千字

2002 年 3 月第 3 次修订版 2002 年 3 月北京第 1 次印刷

ISBN 7-5062-3194-8/H·111

Wx3194 定价:49.80 元

第三次修订说明

(代前言)

本书是问世以来的第三次修订版。在本次修订过程中,对原修订本的内容和编排作了重大调整。

本书自出版以来,一直深受广大读者的厚爱。看到本书对读者学习英语,尤其对提高英语阅读理解能力有所帮助,本人感到十分欣慰。听到许多读者对本书提出的各种宝贵建议,本人表示万分感激。

本书此次修订的基本原则是为读者着想,进一步方便读者学习使用,使读者尽快提高英语阅读理解能力。

英语阅读理解能力是研究生入学英语考试考查的一项最重要的内容。阅读理解部分试题的分数占总分的比例高达 50%,阅读理解部分得分的高低对研究生入学英语考试总成绩的影响最大。

本书共选编英语阅读理解文章 220 篇。文章体裁以议论文和说明文为主;文章题材主要涉及科普、经济、社会生活、教育、人的生理和心理等方面。文章全部选自国外出版的书刊。

第三次修订后,本书结构调整如下:

本书共分 44 个单元,每单元包括 5 篇文章。前 4 篇文章的每篇文章后都附有 4 道或 5 道阅读理解题。这些题目以深层次问题为主,主要涉及文章的主旨和大意、作者的观点和态度、根据文章的思路进行判断、推理和引申等。第 5 篇文章为英译汉练习,请读者把划线的 5 句话译成汉语。

本书共分两大部分:PART ONE 和 PART TWO。

第一部分(PART ONE) 共 31 单元,总计 155 篇文章。每单元后附有该单元每篇文章的注释和答案。注释分为文章注释和答案注释两部分。每单元前 4 篇文章注释部分对原文中的部分难句(句尾有数字序号标示的句子)进行了句法分析,并给出了汉语译文。使用这一部分时,读者不仅可以检验对原文理解的准确性,而且可以把注释的句子作为英译汉练习素材使用,以便提高英译汉的能力。每单元第 5 篇文章注释部分是英译汉要求翻译的 5 句话的“句结构解析”,旨在帮助读者理清句子结构,以便准确理解句子的意思。具体使用办法,请参看“英译汉

‘句结构解析’体例说明”。

第二部分(PART TWO) 共 13 单元,总计 65 篇文章。供读者做阅读理解练习使用。第二部分后附有该部分的全部答案。其中包括每单元第 5 篇文章英译汉句子的“句结构解析”和参考译文。

本书最后附有按字母次序排列的第一部分文章的词汇总表。其中,只收录超纲词汇,共计 1335 个。还附有第一部分文章中出现的超纲动词词表,共收录动词 262 个。

本书可供准备参加研究生入学考试的读者使用。如果考生能把本书的 220 篇阅读理解文章全部读完,练习全部做完,必然会大幅度提高自己的英语阅读水平。

本书虽然可供准备参加研究生入学考试的读者使用,但是本人在此想说明一个问题,敬请读者特别关注。本书不是模拟题,每篇文章后的题目或要求翻译的句子只不过是供读者自我检验理解程度的手段而已。每个单元做完后,能得多少分,并不代表考试时能考多少分,说明不了什么问题。本书的主要目的是帮助读者提高真正的英文阅读理解能力。如果读者把注意力放在切实读懂每一篇文章上,把这 220 篇文章都彻底读懂了,研究生入学英语考试的成绩必然会大幅度提高。

本书所选文章涉及的面相当广泛,不仅为读者提高应试英语阅读理解能力提供练习素材,还将会在扩充知识方面给读者带来一定益处。

本书也可用作英语阅读教材,供大学英语四级以上水平的读者使用,或供那些对提高英语阅读理解能力感兴趣的读者使用。

石春祯

2002年3月6日

于北京大学燕园

英译汉“句结构解析”体例说明

本书共 44 单元,每单元 5 篇文章,其中第 5 篇都是供英译汉练习用的文章。每篇大约 400 字,其中有 5 句话用下划线标示出来,请读者译成汉语。在 **PART ONE** 各单元后的答案部分、**PART TWO** 的答案部分给出了所有这 44 篇英译汉练习的参考译文。

英译汉涉及到两种能力。第一是对英语原文的阅读理解能力,第二是把理解了英文意思用汉语表达出来的能力。英译汉的基础在于对英语原文的理解。没有对英语原文的准确理解,汉语译文绝对不可能做到准确、完整、通顺。

读者使用本书做这 44 篇英译汉练习时,请首先注意对原文的准确理解。

每篇文章中要求翻译的 5 句话,相对来说,都是该篇文章中最难的句子。句子的难度主要体现在句子较长,结构比较复杂,或有一些比较难于识别的语法现象。只要把句子的结构理清,句子的意思就迎刃而解了。

为了帮助读者准确理解这些句子的意思,本书在 **PART ONE** 各单元后的注释部分,**PART TWO** 的答案部分都设有“句结构解析”,把 44 篇英译汉练习要求翻译的每句话的结构都清楚地标示了出来。

现举例对“句结构解析”的体例说明如下:

[Text 44-5 的第二句]

(2) ¹⁾During the 1960s **doubts grew as to** [*whether the application of the death penalty was constitutional*]; ²⁾**the question was raised as to** [*whether execution was “cruel and unusual punishment” of a kind (forbidden by the Eighth Amendment to the Constitution)*] **or** [*whether it violated the requirement of the Fifth and Fourteenth amendments (that all persons within the United States should be afforded equal protection under the law)*].

主语:字体加粗。如:主句主语 **doubts; the question**

从句主语 **the application; execution; it; all persons**

谓语动词:字体加粗倾斜。

如:主句谓语动词 ***grew***; ***was raised***

从句谓语动词 ***was***; ***was***; ***violated***; ***should be afforded***

非谓语动词:字体加粗倾斜。如: ***forbidden***

介词:字体倾斜。如: *as to*; *of*; *by*; *to*; *within*; *under*

连词:字体下划线。如: or

上标数字:并列结构。如: ¹⁾*During the 1960s ...*; ²⁾***the question was raised ...***

其中两个上标数字表示两个分句的并列关系。

方括号:一级(最大层次)从句或非谓语动词短语。

如:介词宾语从句 [*whether ... constitutional*]

圆括号:二级(第二层次)从句或非谓语动词短语。

如:同位语从句 (*that ... the law*)

如:过去分词短语 (***forbidden** ... the Constitution*)

尖括号:三级(第三层次)从句或非谓语动词短语。

编者



石春祯 北京大学英语系
教授、北京大学外语学院学
术委员、北京大学考试中心
主任。北京市《大学英语》
杂志编委。长期从事大学英
语教学与研究工作。



责任编辑:焦毓本
总策划:谭隆全
封面设计:东方

本书特点

主旨明确 本书旨在帮助读者提高英语阅读理解能力。

难度适当 本书所选编的文章和题目的难度等于或略高于研究生入学英语考试阅读理解部分试题的难度。

题材广泛 涉及科普、经济、社会生活、教育、人的生理和心理等方面。

内容新颖 全书220篇文章都选自国外最新出版的书刊。

注释精辟 对第一部分155篇文章及练习答案都有准确注释。

难句分析 对原文中的部分难句作了句法分析,并给出了汉语译文。

句结构解析 对全书44篇英译汉文章中要求翻译的句子结构给出了简明的解析。

超纲词表 本书附有第一部分155篇文章的超纲词汇总表和超纲动词词表。

一书多用 读者不仅可以利用注释中对难句的句法分析和汉语译文检验自己对原文理解是否准确,而且可以把加注释的句子做为英译汉练习素材使用,以便提高英译汉能力和综合应试能力,达到一书多用的目的。



TABLE OF CONTENTS

PART ONE

Unit 1	(3)
Notes to Unit 1	(10)
Unit 2	(16)
Notes to Unit 2	(23)
Unit 3	(31)
Notes to Unit 3	(38)
Unit 4	(46)
Notes to Unit 4	(53)
Unit 5	(60)
Notes to Unit 5	(67)
Unit 6	(74)
Notes to Unit 6	(81)
Unit 7	(89)
Notes to Unit 7	(96)
Unit 8	(103)
Notes to Unit 8	(110)
Unit 9	(117)
Notes to Unit 9	(124)
Unit 10	(131)
Notes to Unit 10	(138)
Unit 11	(146)
Notes to Unit 11	(153)
Unit 12	(161)
Notes to Unit 12	(168)
Unit 13	(176)
Notes to Unit 13	(183)
Unit 14	(193)

Notes to Unit 14	(200)
Unit 15	(209)
Notes to Unit 15	(216)
Unit 16	(225)
Notes to Unit 16	(232)
Unit 17	(241)
Notes to Unit 17	(248)
Unit 18	(254)
Notes to Unit 18	(261)
Unit 19	(267)
Notes to Unit 19	(275)
Unit 20	(282)
Notes to Unit 20	(289)
Unit 21	(296)
Notes to Unit 21	(303)
Unit 22	(311)
Notes to Unit 22	(318)
Unit 23	(326)
Notes to Unit 23	(332)
Unit 24	(340)
Notes to Unit 24	(347)
Unit 25	(355)
Notes to Unit 25	(362)
Unit 26	(370)
Notes to Unit 26	(377)
Unit 27	(386)
Notes to Unit 27	(392)
Unit 28	(400)
Notes to Unit 28	(407)
Unit 29	(415)
Notes to Unit 29	(421)
Unit 30	(429)
Notes to Unit 30	(436)

Unit 31	(446)
Notes to Unit 31	(453)

PART TWO

Unit 32	(463)
Unit 33	(470)
Unit 34	(477)
Unit 35	(484)
Unit 36	(491)
Unit 37	(497)
Unit 38	(504)
Unit 39	(511)
Unit 40	(519)
Unit 41	(526)
Unit 42	(533)
Unit 43	(540)
Unit 44	(547)
Key to Part Two	(554)
VOCABULARY	(570)
VOCABULARY(VERBS)	(606)

PART ONE

(Unit 1—Unit 31)

Unit 1

Text 1-1

What might be the next alarm bell to ring? Of course, a truck bomb would intensify national nervousness by making things that are ubiquitous—trucks—seem ominous. And high explosives directed against, say, Hoover Dam would not only complicate life in the Southwest, it would underscore the unsettling message that even big things can be pulverized.^① However, it is time to think about attacks using things not solid and directed against things not as solid as skyscrapers or dams.^②

Consider cyberterrorism, assaults that can be undertaken from anywhere on the planet against anything dependent on or directed by flows of information. Call this soft terrorism. Although it can put lives in jeopardy, it can do its silent, stealthy work without tearing flesh or pulverizing structures. It can be a weapon of mass disruption rather than mass destruction, as was explained by the President's Commission on Critical Infrastructure Protection in its 1997 report on potential cyberattacks against the "system of systems" that is modern America.

"Life is good in America," the report says, "because things work. When we flip the switch, the lights come on. When we turn the tap, clean water flows." Now suppose a sudden and drastic shrinkage of life's "taken for granted" quotient. The report notes that terrorist attacks have usually been against single targets—individuals, crowds, buildings. But today's networked world of complexity and interconnectedness has vast new vulnerabilities with a radius larger than that of any imaginable bomb blast. Terrorists using computers might be able to disrupt information and communications systems and, by doing so, attack banking and financial systems, energy (electricity, oil, gas), and the systems for the physical distribution of America's economic output.^③

Hijacked aircraft and powdered anthrax—such terrorist tools are crude and scarce compared with computers, which are everywhere and inexpensive. Wielded with sufficient cunning, they can spread the demoralizing helplessness that is terrorism's most important intended byproduct. Computers as weapons, even more than intercontinental ballistic missiles, render irrelevant the physical geography—the two broad oceans and two peaceful neighbors—that once was the basis of America's sense of safety.^④

A threat is a capability joined with a hostile intent. In early summer 1997 the U.S. military conducted a threat-assessment exercise, code-named Eligible Receiver, to test the vulnerabilities of "borderless cyber geography." The results confirmed that in a software-driven world, an enemy need not invade the territory, or the air over the territory, of a country in order to control or damage that country's resources.

The attack tools are on sale everywhere: computers, modems, software, telephones. The attacks can shut down services or deliver harmful instructions to systems. And a cyberattack may

not be promptly discovered. The report says, "Computer intrusions do not announce their presence the way a bomb does."⁵

[459 words]

1. This passage is mainly about _____.
A. future terrorist attacks B. fighting against terrorism
C. weapons of mass disruption D. weapons of mass destruction
2. The underlined word "ubiquitous" in the first paragraph most probably means _____.
A. common B. real C. solid D. tangible
3. Soft terrorism is mainly directed against _____.
A. dams B. skyscrapers
C. unsettling messages D. information systems
4. America's sense of safety may be threatened to the greatest extent when _____ are used as terrorist weapons.
A. computers B. hijacked aircraft
C. powered anthrax D. intercontinental ballistic missiles
5. The threat-assessment exercise once conducted in U.S. _____.
A. obscured its cyber geography
B. confirmed the potential threat of cyberattacks
C. rendered irrelevant its physical geography
D. enhanced America's sense of safety considerably

Text 1-2

Foals are on their feet not long after being born. Chicks break through their shells and within hours are pecking around for food. Snakes hatch and just slither away. Humans, on the other hand, are completely helpless at birth and remain dependent on their parents for many years.

So why does it take humans so long to develop? Why is such an intelligent species helpless for so many years? The quick answer, experts believe, is that humans are the most complex living system. And the more complex the system, the longer it takes to build.

The more involved answer has to do with evolution. It took billions of years for life to evolve from single-celled microorganisms to large warm-blooded mammals. "The ultimate cause of this evolution, the why and the how one genetic program is selected over another is not yet clear to us," says Calvin, a professor of psychiatry and behavioral sciences at the University of Washington in Seattle. But researchers have identified some of the evolutionary factors that may have affected our developmental process, he says.

One of those factors dates back to around half a billion years ago, when two strategies for protecting offspring emerged. One group of species began to operate under a more-is-better strategy, where species produced thousands of eggs so the odds increased that some of them would survive to reproduce.^① The second group of species, which includes humans, took the opposite approach. They began having fewer offspring and investing more energy in the development of each. The logic is that the longer the young are protected and taught the tricks of the trade, so to

speak, the better chance they have of surviving to reproduce.^②

Another factor is called neoteny, a developmental trend where a juvenile appearance is retained well past biological adulthood (the age at which we can reproduce). Just the fact that we look young and vulnerable increases our chances of being taken care of.

Experts say it's likely that our development also is related to the gradual increase in human brain size over millions of years. Limited by the size of the female pelvis, we evolved in a way that allows for postnatal brain growth. Because the brain plays a key role in the development of the body, this adaptation may have, in turn, forced the delay in much of our growth until we are outside the womb.^③

The higher intelligence and inquisitiveness of humans, our capacity for abstract thought and ability to plan ahead also play a huge role in our slow development. "Humans are capable of doing things that no other species can," says Calvin, and it simply takes us a while to master the tasks that we need to survive.

Language is a good example of this. Learning a language and the specifics of grammar, syntax and context takes years, but humans are born with an innate drive to master it.^④

[484 words]

1. The proper title for this passage should be _____.
 - A. Investing in Our Youth
 - B. A General Feature of Higher Primates
 - C. The Higher Intelligence of Humans
 - D. Why Do We Take So Long to Develop?
2. It can be inferred from the passage that the author must be _____.
 - A. a professor of psychiatry
 - B. interested in mysteries of the universe
 - C. fully aware of the ignorance of humans
 - D. disappointed to realize the hopeless state of humans
3. Calvin thinks that the development process of humans is _____.
 - A. wholly beyond comprehension
 - B. limited by the size of the female pelvis
 - C. primarily related to evolution
 - D. affected merely by two significant factors
4. According to this passage, _____ the development of humans.
 - A. the strategy of investing in youth plays a significant role in
 - B. more-is-better strategy plays a key role in
 - C. neoteny is the dominant factor affecting
 - D. the innate drive to master language is the chief factor affecting
5. The author's attitude towards the issue of "humans' slow development" is _____.
 - A. amazed
 - B. biased
 - C. curious
 - D. puzzled

Text 1-3

One of the remarkable things about laughter is that it occurs unconsciously. You don't