



大 学 英 语 阅 读 教 材

大学英语分级阅读

Book Three

· 第三册 ·

孙宇澜 主 编



· 华中科技大学出版社 ·

大学英语分级阅读

(第三册)

主 编：孙宇澜

副主编：陈 鸾 阮先凤 刘长珍 邓 珊

编 者：白 葵 王 燕 陈春燕

华中科技大学出版社

图书在版编目(CIP)数据

大学英语分级阅读(第三册)/孙宇澜 主编

武汉:华中科技大学出版社,2003年7月

ISBN 7-5609-2993-1

I. 大…

II. 孙…

III. 英语-阅读教学-高等学校-教学

IV. H319.4

**大学英语分级阅读
(第三册)**

孙宇澜 主编

策划编辑:杨 鸥

责任编辑:李 琼

责任校对:刘 飞

封面设计:刘 卉

责任监印:张正林

出版发行:华中科技大学出版社 武昌喻家山 邮编:430074 电话:(027)87545012

录 排:华中科技大学惠友科技文印中心

印 刷:华中科技大学印刷厂

开本:787×960 1/16

印张:13.25

字数:240 000

版次:2003年7月第1版

印次:2003年7月第1次印刷

定价:15.60元

ISBN 7-5609-2993-1/H·471

(本书若有印装质量问题,请向出版社发行科调换)

内 容 提 要

《大学英语分级阅读》(第三册)为大学英语3级阅读,全书共12个单元。每个单元针对同一主题从不同侧面分层次安排有1篇精读课文、2篇泛读课文,选材涉及教育、文化、环境、科技、时事,内容丰富,贴近学生生活。

其中,精读课文既注重对通篇课文的把握,也注重细节问题的理解,这部分除了在阅读前安排了 Pre-reading Questions 引导学生阅读外,还分别对学生在第一次阅读后和第二次阅读后应达到的阅读要求配有适当的练习。2篇泛读课文各有不同侧重点,程度不一,注重对通篇课文的理解。本册还增加了同义词的分析、辨别和使用讲解,并以举例和类比的形式加以说明,同时附有练习以巩固理解,有利于学生掌握常用同义词的区别。

课文后词汇表标注了4级、6级、6级后词汇标识,学生在阅读的同时可学习4、6级考试词汇,为顺利通过大学英语过级考试打下坚实基础。

前 言

《大学英语分级阅读》(1~4 册)是按照教育部最新颁布的《大学英语教学大纲》(修订本)的要求而编写的一套阅读教材。该教材以 4 个学期来安排 1~4 级的阅读课程,并根据我国高等教育多样化的特点,将学习者定位于绝大多数普通高等院校的学生。该教材可以作为独立的阅读教材使用,也可以配合大学英语主干教材使用,从而丰富语言表达方式,提高阅读能力。该教材的作者来自直接授课的大学英语教师,他们教学经验丰富,熟悉教学大纲,了解学生的现实基础和教学中的实际环境。根据教学实践活动的反映,帮助学生答疑解惑,提高英语阅读能力,进而完成大学英语阅读课程的任务。同时,为体现教学中的循序渐进原则和多样化形式的结合,各册的编排形式和体例基本统一,又根据学期和进度,各有特点。

该教材的选材特点是注重题材的新颖性与信息性,所选课文大多来自近期出版的英美书籍、报刊,贴近生活、时代感强。为配合教学需要,对选材的部分内容进行了适当的简化和删改,选材内容丰富,涉及教育、体育、文化、通信、广告、科技等社会生活的方方面面。每一单元三个部分的阅读文章围绕同一个话题选材,这样有利于语言点的重现;同时,这三篇文章又注意涉及该话题的不同侧面,照顾到了该主题的广度。

该教材的结构特点是每个单元的总标题给出了该单元的话题,每个单元三个部分题材相近,但目的和要求不尽相同。基础精读课文,要求学生反复阅读,深刻理解。课文前均有 Pre-reading Questions,既可作为导读,又可鼓励学生形成思考性的积极阅读习惯。第一遍阅读目的在于了解文章大意,抓住主题,培养学生见“树”亦见“林”的能力;第二遍阅读目的在于了解细节信息;第三遍阅读要求学生深入理解并掌握相关词汇和表达方式的使用。快速阅读课文,主要目的在于培养学生快速阅读的能力。扩展阅读课文,旨在扩大学生的知识面,培养阅读兴趣。三篇课文长度根据不同学期的不同要求而不同,快速阅读为了计时方便,文章稍短,字数约为 300~400 字,扩展阅读文章较长,600 字以上,而基础精读文章适中,约为 400~500 字不等。具体如下。

第 1 册为大学英语 1 级阅读,共 12 个单元。每个单元对同一话题安排 3 篇课文——精读课文、快读课文、泛读课文。精读课文属于基础阅读课文,要求学生通篇基本掌握。快读课文属于快速阅读的范畴,要求学生在限时限字的条件下了解大意。泛读课文属于拓展阅读之类,目的是扩大词汇量和知识面,训练阅读技巧。

第2册为大学英语2级阅读,共13个单元。每个单元对同一话题安排3篇课文——精读课文、快读课文、泛读课文。精读课文通过初读和复读,来了解要点和信息,再完成课后习题。快读课文主要是训练阅读速度与方法。泛读课文有一定的阅读深度,目的是通过扩大词汇量和阅读量,输入更多的信息。另外,安排了几个单元“写”的内容。这是出于读与写有着密切联系的原因,必须由浅入深地进行“写”的基本训练。

第3册为大学英语3级阅读,共12个单元。每个单元安排了1篇精读课文、2篇泛读课文。精读课文注重通篇课文的理解,安排了句子分析的内容,并有适量的练习。2篇泛读课文各有不同重点。本册还增加了同义词的分析、辨别和使用讲解,以举例和类比的形式加强训练,有利于学生在已有基础上理解常用同义词的区别。

第4册为大学英语4级阅读,共12个单元。每个单元安排了1篇精读课文、2篇泛读课文。精读课文有注释和难句讲解。2篇泛读课文属于深入阅读课文,但程度不一,有一定层次要求。另外,安排了几个单元“写”的内容,特别介绍了4级考试对写作的要求和评分标准,以及进行必要的作文训练。

由于3篇课文考查角度、层次各异,选材篇幅、体裁多样,练习方式、难度不同,可以激发学生学习兴趣,也使学习过程富于变化,生动活泼。另外,编排形式注重以学生为主体,充分考虑学生的自主学习实际,词汇表标出4级、6级、6级后词汇标识,采用同行侧表注释(快读汉语释义,泛读双语释义)等。总之,通过该系列教材的学习,满足大学英语1~4级阅读教学要求,使学生们顺利通过大学英语4级考试。

该教材经过各位主编、编者和策划编辑对框架结构的讨论而确定,在编写过程中得到有关院系领导、老师们以及出版社领导、英语编辑的支持,在此表示谢意;不足之处恳请广大读者和同仁指教。

编 者

2003年7月

CONTENTS

UNIT 1 Animals	(1)
Intensive Reading Do Animals Have a Culture?	(1)
Extensive Reading I Grey Squirrel	(9)
Extensive Reading II Animals at Risk: Who Cares?.....	(12)
UNIT 2 Sports	(19)
Intensive Reading Football	(19)
Extensive Reading I X-sports	(26)
Extensive Reading II Ceremonies of the Olympic Games.....	(29)
UNIT 3 Health	(35)
Intensive Reading How Love Heals.....	(35)
Extensive Reading I Research into Laughter Is Long Overdue.....	(42)
Extensive Reading II A Perfect Way to Good Health — Walking	(45)
UNIT 4 Life	(51)
Intensive Reading Full Circle.....	(51)
Extensive Reading I Shake It off and Step up!	(56)
Extensive Reading II A Hunter.....	(59)
UNIT 5 Environment	(65)
Intensive Reading The Earth's Spreading Deserts	(65)
Extensive Reading I The Importance of Trees.....	(70)
Extensive Reading II Shrinking Water's Supply Poses Threat to Peace.....	(73)

UNIT 6 Customs.....(79)

Intensive Reading Wedding Customs and Superstitions.....(79)

Extensive Reading I What's Typically British.....(85)

Extensive Reading II Watch Your Hand Gestures.....(88)

UNIT 7 The Studies of Diseases.....(94)

Intensive Reading When Did AIDS Begin?.....(94)

Extensive Reading I Lifestyle Plays Bigger Part than Genes in Cancer Risk.....(102)

Extensive Reading II Rabies.....(106)

UNIT 8 Education.....(114)

Intensive Reading Strive for the Most You Can Achieve.....(114)

Extensive Reading I Why So Many Students Go abroad for Education.....(119)

Extensive Reading II Learning to Learn: How Chinese Education Can
Take a Great Leap forward.....(123)

UNIT 9 Communication.....(130)

Intensive Reading The Beginning of the Air Mail.....(130)

Extensive Reading I The Telephone of Today and Tomorrow.....(135)

Extensive Reading II Calling All Wrist Phones.....(138)

UNIT 10 Science and Technology.....(144)

Intensive Reading The Gene Industry.....(144)

Extensive Reading I Network.....(150)

Extensive Reading II New Observatory Can Do Amazing Things.....(154)

UNIT 11 Terrorist Attack and Violence.....(160)

Intensive Reading Pentagon Crash Survivor.....(160)

Extensive Reading I Teenage Violence.....(165)

Extensive Reading II The Last Miracle.....(168)

UNIT 12 Women Today	(173)
Intensive Reading The Second Wave of Feminism.....	(173)
Extensive Reading I Women's Marriage in Japan	(177)
Extensive Reading II The American Women Today.....	(180)
Keys	(186)

UNIT 1

Animals

Intensive Reading

Pre-reading Questions

1. *What makes human beings different from animals?*
2. *Do you think animals have a culture? If yes, give an example.*

Do Animals Have a Culture?

Lately social scientists have begun to ask if culture is found just in humans, or if some animals have a culture too. When we speak of culture, we mean a way of life a group of people have in common. Culture includes the beliefs and attitudes we learn. It is the patterns of behavior that help people to live together. It is also the patterns of behavior that make one group of people different from another.

5

Our culture lets us make up for having lost our strength, claws, long teeth, and other defenses.^① Instead, we use tools, cooperate with one another, and communicate in language. But these aspects of human behavior, or “culture”, can also be found in the lives of certain animals.

10 We used to think that the ability to use tools was the dividing line between human beings and other animals. Lately, however, we have found that this is not the case. Chimpanzees can not only use tools but actually make tools themselves. This is a major step up from simply picking up a handy object and using it. For example, chimps have been seen stripping the leaves and twigs off a branch, then
15 putting it into a termite nest. When the termites bite at the stick, the chimp removes it and eats them off the end — not unlike our use of a fork!②

For some time we thought that although human beings learned their culture, animals could not be taught such behavior. Or even if they could learn, they would not teach one another in the way people do. This too has proven to be untrue. A
20 group of Japanese monkeys was studied at the Kyoto University Monkey Center③ in Japan. They were given sweet potatoes by scientists who wanted to attract them to the shore of an island. One day a young female monkey began to wash her sweet potato to get rid of the sand. This practice soon spread throughout the group. It became learned behavior, not from humans but from other monkeys. Now almost
25 all monkeys who have not come into contact with this group do not.④ Thus we have a “cultural” among animals.

We have ruled out tool use and invention as ways of telling animal behavior from human behavior. We have also ruled out the learning and sharing of behavior. Yet we still have held onto the last feature — language. But even the use of
30 language can no longer separate human culture from animal culture. Attempts to teach apes to speak have failed. However, this is because apes do not have the proper vocal organs. But teaching them language has been very successful if we are willing to accept other forms than just the spoken word. Two psychologists trained a chimpanzee named Washoe to use standard American Sign Language.
35 This is the same language used by deaf people. In this language, “talk” is made through gestures, and not by spelling out words with individual letters. By the time she was five years old, Washoe had a vocabulary of 130 signs. Also, she could put them together in new ways that had not been taught her originally. This means she could create language and not just copy it. She creates her own sentences that have
40 real meanings. This has allowed two-way talk. It permits more than one-way command and response.

Of course, there are limits to the culture of animals. As far as we know, no ape has formed social institutions such as religion, law, or economics. Also, some chips may be able to learn sign language; but this form of language is limited in its ability to communicate abstract ideas. Yet with a spoken language we can communicate our entire culture to anyone else who knows that language. Perhaps the most important thing we have learned from studies of other animals is that the line dividing us from them is not as clear as we used to think.^⑤

Word Study

attitude⁴ /'ætɪtʃu:d/ *n.* a way of feeling, thinking or behaving 态度, 看法

belief⁴ /bi'li:f/ *n.* an idea which is considered true, often one which is part of a system of ideas 信念, 信仰

behavior⁴ /bi'heivɪə/ *n.* the way of behaving; manners (good or bad) 行为, 举止, 品行

make up for 补偿, 弥补

claw⁴ /klɔ:/ *n.* a sharp usu. curved nail on the toe of an animal or bird 动物或鸟的爪

defense/defence⁴ /di'fens/ *n.* means, methods, or things used in defending 防御能力, 防御物

cooperate⁴ /kəu'ɒpəreɪt/ *v.* to work or act together with another or others 合作

chimpanzee /tʃɪmpæ'zi:/ *n.* also chimp (colloquialism), a dark-haired African Ape 黑猩猩

handy⁴ /'hændi/ *a.* 1. not far away 手边的 2. convenient; useful 方便的, 便利的

strip⁴ /stri:p/ *v.* ~ off to take off (coverings, clothes, parts, etc.) 剥去

twig⁶ /twɪg/ *n.* a small shoot on or at the end of a branch 小枝, 嫩枝

unlike⁴ /,ʌn'laɪk/ *prep.* not like; different from 不像, 不同

female⁴ /'fi:meɪl/ *a.* of the sex that gives birth to young 雌(性)的; 女(性)的
n. a female person or animal 雌性动物; 女子

contact⁴ /'kɒntækt/ *n.* the act or state of touching or coming together 接触

come into contact with 与……接触, 接触到

rule out: to say that (sth. or sb.) is not under consideration as a possibility 排除在外

hold onto: to keep possession of, esp. in spite of difficulties 牢牢抓住, 保持

separate ... from: to keep apart; mark a division between 区分

vocabulary⁴ /və'kæbjuləri/ *n.* a list or collection of words 词汇(量)

command⁴ /kə'mɑ:nd/ *n.* 1. an order 命令, 指令 2. the ability to control or use 控制, 运用能力

economics⁴ /ˌi:kə'nɒmiks/ n. the scientific study of the way in which wealth is produced and used 经济学

Notes

- ① Our culture lets us make up for having lost our strength, claws, long teeth, and other defences. 我们的文化使得我们失去的力气、爪子、长牙以及其他防御能力得到弥补。
- ② When the termites bite at the stick, the chimp removes it and eats them off the end — not unlike our use of a fork! 当白蚁来咬这根树枝时, 黑猩猩便把它拿开, 并从末端把白蚁吃掉 —— 这跟我们用叉子吃东西没什么两样!
the end 指 the end of the stick.
- ③ the Kyoto University Monkey Center 京都大学猴子研究中心
- ④ Now almost all monkeys who have not come into contact with this group do not. 现在几乎所有那些没有跟这群猴子接触的猴子都不这么做 (即把甜薯上的沙洗掉)。
this group 等于 this group of monkeys. do not 后面省略了 wash their sweet potatoes to get rid of the sand.
- ⑤ Perhaps the most important thing we have learned from studies of other animals is that the line dividing us from them is not as clear as we used to think. 也许我们从对其他动物的研究中所了解的最重要的事情是: 区分人类和动物的分界线不再像我们过去认为的那样分明了。
we have learned from studies of other animals 为定语从句, 修饰 the most important thing. dividing us from them 是现在分词短语做定语, 修饰 the line.

First Reading — Reading for Gist

I. Choose the best answer to each of the following questions.

1. The passage mainly tells us about _____.
A. the history of animal learning
B. the difference between animals' culture and that of human beings
C. the various aspects of animals' culture
D. the dividing line between animals and human beings
2. Which of the following is NOT true according to the passage?
A. By culture the author means something that people have in common in relation to

- their ideas, art, or their way of life.
- B. All animals are found to have the same culture as human beings.
 - C. The ability to use tools used to serve as a dividing line between human beings and animals.
 - D. Many things that animals used to be considered unable to do are now proved possible.
3. Which of the following examples tells us that the animals also have a kind of cultural difference?
- A. The study of a group of monkeys in Japan.
 - B. The study of a chimpanzee named Washoe.
 - C. The study of chimps using tools.
 - D. The study of termites' behavior.
4. Which of the following is true according to paragraph 5?
- A. Animals don't have the intelligence that man has.
 - B. Animals can hardly express what they want.
 - C. Animals can only use sign language for their communication.
 - D. Animals can not speak the same way as man does.
5. It is implied in the passage that _____.
- A. some animals may also have the same ability to use language as human beings
 - B. human beings, unlike many other animals, no longer have such features as great strength, claws, long teeth and other defenses
 - C. there seems to be no difference between human beings and other animals
 - D. monkeys and chimps seem to have more in common with human beings than any other animals

II. Answer the questions briefly.

1. What definition of culture does the writer give?
2. Why does the writer think animals have a culture?
3. What conclusion does the writer reach?

Second Reading — Reading for Information

Synonym Discrimination

1. attempt, try

- 1) attempt *vt.* “企图”, “试图”。较 try 正式, 常指作一次性的而不是继续的尝试, 往往暗示这种尝试是达不到目的的。

She attempted to go on with her work in the house, but she could not. 她试图在家里继续工作, 但她做不到。

The wounded soldier attempted walking until he fell over. 这个受伤的士兵试着一直走下去, 但他跌倒了。

- 2) try *vt. & vi.* “尝试”, “设法”, “努力”。是较普通的用语, 含义广泛, 暗示为做成功某事而花费一定代价, 做出一定努力, 通过各种不同的方法以期达到目的。

She tried to change her way of living. 她设法改变她的生活方式。

The doctor is going to try a new treatment for her. 医生尝试用一种新疗法为她治病。

Try turning it counter clockwise and see whether it works. 试着按顺时针方向转计数器, 看看它能否运转。

2. command, order

1) command

n. 与 order 同义, 表“命令”, “统帅”, “指挥”, 但较 order 正式, 常指军事长官对下属所下的指示, 暗含有关人员必须无条件服从。

With a hundred men under his command, he appeared to be very confident. 他统帅着一百人, 显得非常自信。

command 还有“掌握”、“运用能力”之意。

Having acquired an extraordinary command of the English language, he can translate Chinese fiction into English. 他英语掌握得非常好, 能够把汉语小说翻译成英文。

v. “命令”, “指挥”, “统帅”。

The captain commanded his men to open fire on the enemy. 上尉命令士兵向敌人开火。

The pirate chief commanded that the prisoners should be shot. 海盗头儿命令枪决那些囚犯。

- 2) order *n. & v.* “命令”，“嘱咐”。一般指不太正式的命令，上下级之间、同级之间都可使用。

He received an imperative order from his superiors. 他接到来自上司的强制性命令。

The doctor ordered her to stay in bed and eat good meals. 医生要求他卧床休息，吃好三餐。

He ordered that the gate (should) be locked. 他嘱咐把门锁好。

3. separate, divide

- 1) separate *vt.* “分开”，“分离”，“割开”。指把原来结合在一起的人或物强制性地分开，常用于被动结构。

England is separated from France by the channel. 海峡把英国和法国隔开了。

Theory should by no means be separated from practice. 理论决不应该脱离实践。

- 2) divide *vt.* “分开”，“分离”。指把一件东西按一定比例分给别人享用，也指把一件物品分成若干等份，各等份自成一个单位。

The mother divided the cake among the children. 妈妈把蛋糕分给孩子们。

They divided themselves into small groups to carry out their tasks. 他们分成小组来完成他们的任务。

The Red Sea divides Africa from Asia. 红海把非洲和亚洲分隔开了。

4. belief, faith, trust, confidence

- 1) belief *n.* “相信”，“信任”，“信仰”，“信念”。指相信某事物的存在或真实性，也指信仰观念，理论，哲学，宗教等。

I haven't much belief in his honesty. 我不太信任他的诚实。

He has lost his belief in God. 他对上帝失去了信任。

- 2) faith *n.* “信任”，“信赖”。指有事实根据证明某人或某物真实可信，不用怀疑。

Friendship lasts only when it is based on good faith. 长久的友谊只有建立在相互信赖的基础上。

They have profound faith in the power of truth. 他们深信真理的力量。

- 3) trust *n.* “信任”，“信用”。指通过知觉认为某人的行为是正确的，值得信赖。

A child usually has perfect trust in his mother. 一般来说孩子完全依赖母亲。

I don't place any trust in his promise. 我决不相信他的承诺。

- 4) confidence *n.* “信任”，“信心”，“信赖”。指有根据地确认某种东西是正确的。

The people give their confidence to the government. 人们信任政府。

We speak in the firm confidence that our cause is just. 我们坚信我们的事业是正义的。

Working on Information — Reading for Understanding

I. Choose the best answer to each of the following questions.

1. He had an excellent _____ of Latin and Greek through self-learning.
A. order B. vocabulary C. command D. instruction
2. They _____ to solve the problem of heavy traffic but failed.
A attempted B. tried C. endeavored D. practised
3. If you go out on such a snowy day, you'd better put on a thick coat, which is a good _____ against the cold.
A. cover B. hide C. prevention D. defense
4. Beat the eggs and _____ the whites _____ the yolks.
A. tell...from B. separate...from
C. divide...from D. distinguish...from
5. We cannot _____ the possibility of his winning the first prize.
A. rule out B. abolish C. cancel D. hold
6. He decided to _____ those shares and sell them only when the prices are higher.
A. hold on B. go on C. hold onto D. hold up
7. Hard work can to a certain extent _____ a lack of intelligence.
A. get rid of B. make up for C. cooperate D. contradict
8. Two friends haven't _____ with each other for years.
A. communicated B. written C. associated D. heard
9. He still has great talent, but he has lost _____ in himself.
A. failure B. interest C. trust D. faith
10. It is only _____ that he has been able to go out.
A. late B. later C. lately D. latter

II. Answer the questions briefly.

1. Can some animals also use tools, cooperate with one another and communicate in their own language?
2. Can we say there would be no difference between human beings and animals if animals had vocal cords?
3. What do some animals use instead of speaking to communicate with each other?
4. Are there as many differences between animals and human beings as we used to think?