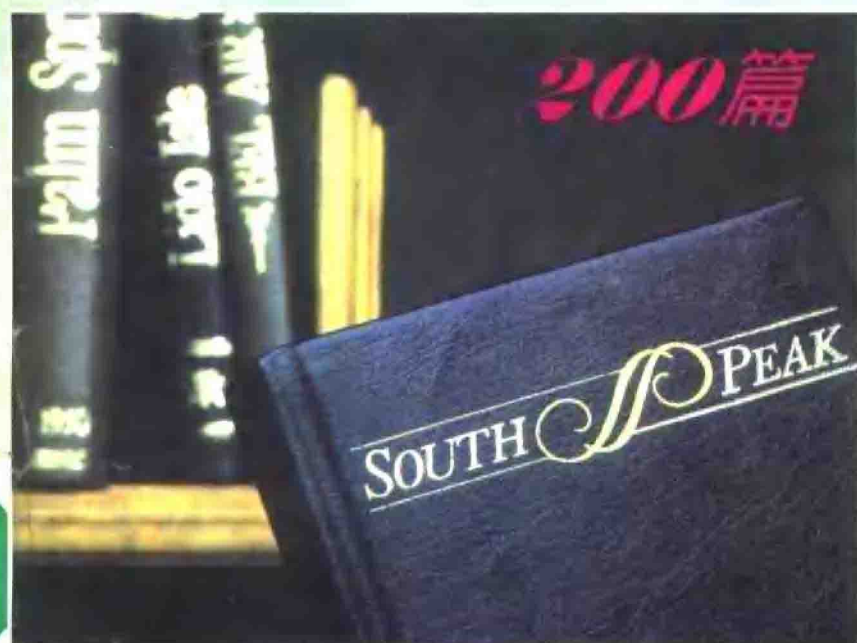


大学英语四、六级 强化阅读200篇

张秀云 杨桂英 主编



天津大学出版社

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《大学英语四、六级
强化阅读 200 篇》编委会

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前 言

《大学英语教学大纲》中明文规定：“培养学生具有较强的阅读能力，一定的听的能力，初步的写和说的能力。”实践证明，要培养学生听、说、读、写诸方面的能力，提高学生的阅读能力是关键之一。国内外相关测试、统考中，阅读占有相当大的比例。编者积多年英语教学之经验，从目前大学英语教学的实际出发，着眼于学科前沿的新情况，编写了这本《大学英语四、六级强化阅读 200 篇》。

本书共有 50 个单元，每个单元有 4 篇短文，共有短文 200 篇。每个单元后附有 20 个阅读理解题。

本书采用了近几年全国统考中的新题型，即(1)每篇划出 1~2 个难句供学生试译；(2)增加了简短回答问题。在选材方面，注意了由浅入深，难易适中。力求语言准确，结构严谨，内容丰富，体裁多样，同时兼顾知识性、趣味性和科学性，以激发学生的学习积极性。

本书前 15 个单元可供非英语专业的学生第四学期使用，后 35 个单元可作四级强化阅读教材使用。同时也适用于准备考研究生、出国留学以及其他具有同等英语水平的读者使用。

通过阅读本书 200 篇难易适中的英文短文，可使学生迅速扩大词汇量，拓宽知识面，增加语言知识，提高阅读速度和理解力，并且能迅速提高语言运用能力，从而最终促使学生的听力、写作能力得到相应的提高。

编者

1998.2

CONTENT

Unit One	(1)
Unit Two	(8)
Unit Three	(15)
Unit Four	(22)
Unit Five	(30)
Unit Six	(38)
Unit Seven	(46)
Unit Eight	(55)
Unit Nine	(64)
Unit Ten	(72)
Unit Eleven	(80)
Unit Twelve	(88)
Unit Thirteen	(97)
Unit Fourteen	(105)
Unit Fifteen	(112)
Unit Sixteen	(119)
Unit Seventeen	(128)
Unit Eighteen	(136)
Unit Nineteen	(144)
Unit Twenty	(154)
Unit Twenty One	(162)
Unit Twenty Two	(170)
Unit Twenty Three	(179)
Unit Twenty Four	(187)

Unit Twenty Five	(196)
Unit Twenty Six	(203)
Unit Twenty Seven	(212)
Unit Twenty Eight	(221)
Unit Twenty Nine	(230)
Unit Thirty	(238)
Unit Thirty One	(247)
Unit Thirty Two	(255)
Unit Thirty Three	(263)
Unit Thirty Four	(271)
Unit Thirty Five	(279)
Unit Thirty Six	(286)
Unit Thirty Seven	(294)
Unit Thirty Eight	(302)
Unit Thirty Nine	(311)
Unit Forty	(319)
Unit Forty One	(327)
Unit Forty Two	(336)
Unit Forty Three	(344)
Unit Forty Four	(353)
Unit Forty Five	(361)
Unit Forty Six	(369)
Unit Forty Seven	(378)
Unit Forty Eight	(386)
Unit Forty Nine	(394)
Unit Fifty	(404)
Keys to Exercises	(412)

Unit One

Passage 1

The next great land area that man hopes to colonize is the moon. In size it is nearly equal to the area of North and South America. However, it presents a hostile environment. Temperatures range from + 120 to -150 degrees Centigrade. There is no air, no water.

Today there is considerable scientific speculation about living on the moon. When man will begin life on the lunar surface is still not determined. But experts believe that colonization will take place in three steps. First, there will be increasing periods of exploration with temporary shelters. These periods will be followed by longer stays with housing under the surface of the moon and daily necessities brought by the colonizers themselves. Finally, colonies that are self-supporting will be established.

The principal job of the early settlers will be to stay alive. They will have to plant crops under huge domes to produce food and oxygen and find water sources. After this is done, the settlers will have time to explore the possibilities of commercial development and to make discoveries important to science.

The characteristics of the moon that make it bad for human may make it ideal for certain kinds of manufacturing. Operations requiring a vacuum, extreme cold, or sterility are examples. Precision ball bearings, industrial diamonds or pharmaceuticals might be produced on the moon.

Comprehension questions:

1. The area of the moon is _____.
 - a. about the same as that of North and South America
 - b. larger than that of North and South America
 - c. equal to that of North and South America
 - d. far smaller than that of North and South America
2. The temperature on the moon can be as high as _____.
 - a. -150°C
 - b. $+270^{\circ}\text{C}$
 - c. $+120^{\circ}\text{C}$
 - d. -180°C
3. According to this passage, the colonization of the moon _____.
 - a. will be realized
 - b. can be done under the lunar surface
 - c. is being speculated about by many scientists
 - d. sounds entirely impossible
4. To stay alive on the moon, the early settlers must first of all be able to _____.
 - a. explore the possibilities of commerce
 - b. get enough food, oxygen and water
 - c. make discoveries important to science
 - d. set up industries
5. Though the environment on the moon is bad for human survival, it is very good for _____.
 - a. making such things as industrial diamonds
 - b. all kinds of manufactured goods
 - c. medical operations
 - d. commercial development

Passage 2

Today the official language of the United States and most of Canada is English. However, French almost became the official language because of a war.

The French and Indian War was fought between 1754 and 1763. The name of this war is not accurate because the war was actually between England and France. The Indians fought on the side of the French.

France and England were trying to gain control of North America. France held Canada, and England held part of what is now the United States. However, France tried to expand its land by moving southward into New York, Pennsylvania, Ohio, and Virginia. When the French built a fort on the Ohio River, the residents in Virginia sent George Washington to attack the fort in 1754. However, the French defeated Washington.

The French, aided by the Indians, outsmarted the English and won many early battles. Later, the British began to do well against the French. In the final battle in Quebec, Canada, General Wolfe of England faced General Montcalm from France. Both generals died in this battle, but the English outlasted the French and won the battle. Thus, most of North America today has the English culture and language.

Comprehension questions:

6. The word gain in the third paragraph means _____.
☒ a. get b. buy c. lose d. sell
7. General Wolfe died in _____.
a. England b. France ☒ c. Canada d. Virginia
8. Washington lost his battle at the fort on the Ohio River _____.
☒ a. at the beginning of the war

- b. in the middle of the war
 - c. at the end of the war
 - d. two years after the war
9. Which of the following statements is NOT TRUE according to the passage?
- a. France tried in vain to control what is now the United States.
 - ~~b.~~ France was once the official language of the United States.
 - c. The French and Indian War was actually fought between England and France.
 - d. The Indians helped the French during the French and Indian War.
10. A good title for this selection is _____.
- ~~a.~~ The French and Indian War
 - b. The English Language
 - c. Washington's Army
 - ~~d.~~ The French and British War

Passage 3

When the Union Jack fluttered down over Gambia on February 18, 1965, it marked the end of the last outpost of British colonial rule in West Africa. Thousands of Gambians crowded into McCarthy Square in Bathurst, the capital, for the ceremony. One young boy in his best clothes cried out, "It's just like New Year's Day."

The ceremony followed the pattern used by many other British colonies in Africa when they become independent nations. Just before midnight, British Royal Marines marched in solemn half step. They took the salute of the queen's representatives. The crowd stood at attention as the band played "God Save the Queen". The British flag was lowered slowly. The lights were dimmed. As the new blue, green, and red flag of

Africa's smallest independent nation was raised high, the crowd gave a mighty shout. Fireworks burst over the bay. Drums were pounded. And the people danced until dawn.

Comprehension questions:

11. February 18, 1965 was the day when _____.
 - a. Gambia became an independent nation
 - b. Britain lost its last West African colony
 - c. Gambia celebrated New Year's Day
 - d. both a. and b.
12. The noisiest part of the ceremony probably came when the _____.
 - a. boy shouted
 - b. Gambian flag went up
 - c. marines saluted
 - d. crowd stood at attention
13. Most of the Gambians probably felt _____.
 - a. frightened
 - b. sad
 - c. excited
 - d. surprised
14. Compared with other African nations, Gambia _____.
 - a. has more natural resources
 - b. has a smaller land area
 - c. gained its independence much earlier
 - d. had a simpler independence ceremony
15. From this story we can conclude that in recent years many African colonies have _____.
 - a. gained the right to rule themselves
 - b. been taken over by foreign rulers
 - c. united to form new nations
 - d. begun to fly the Union Jack

Passage 4

The flying fox is not a fox at all. It is an extra large bat that has got a fox's head, and that feeds on fruit instead of insects. Like all bats, flying foxes hang themselves by their toes when at rest, and travel in great crowds when out flying. A group will live in one spot for years. Sometimes several hundred of them occupy a single tree. As they return to the tree toward sunrise, they quarrel among themselves and fight for the best places until long after daylight.

Flying foxes have babies once a year, giving birth to only one at a time. At first the mother had to carry the baby on her breast wherever she goes. Later she leaves it hanging up, and brings back food for it to eat. Sometimes a baby bat falls down to the ground and squeaks for help. Then the older ones swoop down and try to pick it up. If they fail to do so, it will die. Often hundreds of dead baby bats can be found lying on the ground at the foot of a tree.

Comprehension questions:

16. The passage tells us that there is no difference between the flying fox and the ordinary bat in _____.
- | | |
|------------------------------|----------------------|
| a. their size | b. their appearance |
| c. the kind of food they eat | d. the way they rest |
17. Flying foxes tend to _____.
- | |
|--|
| a. double their number every year |
| b. fight and kill one another |
| c. move from place to place constantly |
| d. lose a lot of their young |
18. At daybreak every day flying foxes begin to _____.

- a. fly out toward the sun
 - b. look for a new resting place
 - c. come back to their home
 - d. go out and look for food
19. Flying foxes have fights _____ .
- a. to occupy the best resting place
 - b. only when it is dark
 - c. to protect their homes from outsiders
 - d. when there is not enough food
20. How do flying foxes care for their young?
- a. They only care for their own babies .
 - b. They share the feeding of their young .
 - c. They help when a baby bat is in danger .
 - d. They often leave home and forget their young .

Unit Two

Passage 5

In many countries today, laws protect wildlife. In India the need for such protection was realized centuries ago.

About 300 B.C. an Indian writer described forests that were somewhat like national parks today. The killing of game beasts was carefully supervised. Some animals were fully protected. Within the forest, nobody was allowed to cut timber, burn wood for charcoal, or trap animals for their furs. Animals that became dangerous to human visitors were trapped or killed outside the park, so that other animals would not become uneasy.

The need for wildlife protection is greater now than ever before. About a thousand species of animals are in danger of extinction, and the rate at which they are being destroyed has increased. With mammals, for instance, the rate of extinction is now about one species every year; from A.D. 1 to 1800, the rate was about one species every fifty years. Everywhere, men are trying to solve the problem for preserving wildlife while caring for the world's growing population.

Comprehension questions:

1. This account states that the need for protecting wildlife _____.
 - a. was realized centuries ago
 - b. is greater now than ever before

- c. both a. and b.
d. neither a. nor b.
2. The example of man's concern with wildlife protection dates back to _____.
- a. 500 B.C. b. 300 B.C. c. A.D. 1 d. A.D. 1800
3. The story says that in forests of India long ago _____.
- a. hunters were given permits to hunt game
b. tigers only were to be killed
c. the killing of game beasts was supervised
d. no killing of beasts was allowed
4. Cutting timber in these forests was _____.
- a. carefully supervised b. not allowed
c. allowed to nobles only d. limited to smaller trees
5. Which of the following statements is implied but not stated?
- a. The growth of the world's population has meant greater danger to wildlife.
b. About a thousand species of animals are in danger of extinction.
c. The rate of extinction of mammals is lower now than it was from A.D. 1 to 1800.
d. Hunters who kill endangered species are severely punished by law.

Passage 6

The Japanese have an unusual method for catching ayu — small, troutlike freshwater fish. They use birds called cormorants. The best-known area for cormorant fishing is at Gifu, on the Nefara River. During the six months of May through October, fishing takes place nightly, except when the moon is full.

Each torchlit boat is manned by four men — a chief, his assitant,

and two rowers. All are dressed in the traditional costume of black shirt, grass skirt, and cone-shaped bamboo hat. At the bow the chief controls twelve cormorants, which are connected with his fingers by cords attached to neck rings that keep the birds from swallowing any fish they catch. The assistant controls fewer birds. As the boat travels downstream the chief and his assistant release the birds into the water, skillfully keeping the cords from becoming tangled. At intervals the birds are returned to regurgitate their catches, but they are allowed to swallow some of the fish as payment for their work.

Comprehension questions:

6. Cormorants catch fish _____.
 - a. that are large
 - b. that live in shells
 - c. that eat seaweed
 - d. that resemble trout
7. The selection does not tell _____.
 - a. where the assistant stands
 - b. the number of birds that the assistant controls
 - c. how many men row the boat
 - d. both a. and b.
8. The chief probably controls the birds by _____.
 - a. calling to them
 - b. rowing the boat
 - c. pulling the cords
 - d. flashing lights on them
9. The selection suggests but does not state that most fishing takes place _____.
 - a. when the light is rather dim
 - b. when the boat is moving upstream
 - c. when the weather is cold
 - d. both a. and b.
10. Which of the following statements is implied but not stated?
 - 10 •