

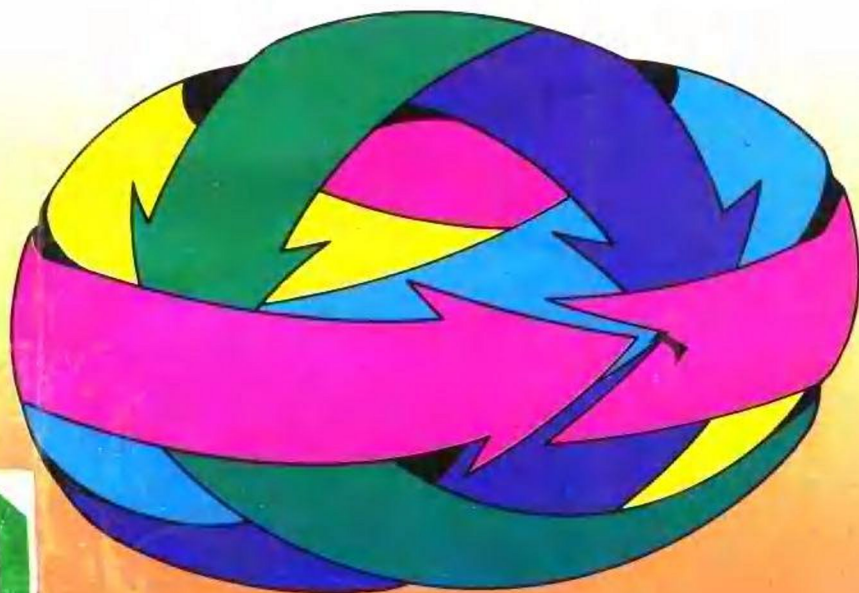


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新编 大学英语阅读教程

A NEW ENGLISH COURSE OF
READING COMPREHENSION

主编 金桂林 潘 雪 王 志



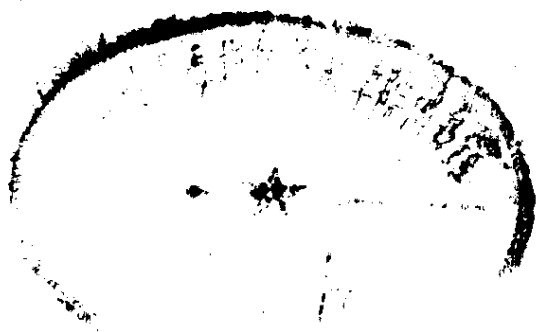
电子科技大学出版社

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A New English Course of Reading Comprehension

主 编	金桂林	潘 雪	王 志	
副主编	李玉洁	陈秀川	刘 琦	刘谋宏
编 者	刘国期	陈燕春	刘栓刚	经 虹
	何 怡	路铁军	贺国荣	

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内 容 提 要

本书是根据《大学英语教学大纲》及全国大学外语考试委员会所公布的样题标准而编写的。书中共有 80 篇文章,每篇文章后都有阅读理解题、句子翻译及注释等,文章题材新颖广泛、难易度适中,集知识性、趣味性为一体,题目的设计具有一定的科学性及较高的标准化程度。

本书适用于大学生及研究生使用,对高等院校准备报考三级、四级、六级英语考试的学生尤为实用。该书不仅可以帮助学生提高阅读能力,扩大词汇量,提高翻译水平,增强语言知识,而且可以使学生在考试中获得较理想的成绩。

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前 言

从 1996 年 1 月开始,全国大学英语四级考试增加了英译汉新题型,这对避免搞应试教学起到了积极的作用。从阅卷的情况来看,许多考生在英译汉部分都做得不甚理想,丢分太多,其主要原因是考生在平时缺乏一定的训练。基于此,我们特编写了此书。

本书由西南交通大学、北京建工学院、石家庄铁道学院、苏州铁道师范学院、首都师范大学等院校部分从事大学英语教学工作多年且经验丰富的教师经过精心选材、认真编写,并严格按照全国大学英语四、六级考试委员会所公布的样题标准编写成的。书中共有 80 篇文章,题材新颖广泛、难易度适中,集知识性、趣味性、系统性、科学性为一体。考生在考试前如能认真通读该书,不仅可以提高自己的阅读能力,扩大词汇量,提高翻译水平,增强语言知识,而且可以在考试时得心应手,考出理想的成绩,此实乃是学生的良师益友,此外,本书也可用作指导性的阅读教材。

本书由金桂林、潘雪、王志三位同志担任主编工作,组稿及统稿由王志、金桂林同志完成,终审定稿工作由王志同志完成。该书能得以成功的出版,除了所有编写者的努力外,在此我们特别感谢电子科技大学出版社的同志对出版本书的支持和帮助,同时,也非常感谢所有关心和支持该书出版的上述院校中的同行。

由于编者时间和水平有限,书中不妥之处在所难免,我们诚恳地希望同行专家及所有使用本书的读者不吝赐教指正,以备我们再版时修正。

编 者

1996 年 9 月

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Passage 1

There are various ways in which individual economic units can interact with one another. Three basic ways may be described as the market system, the administered system, and the traditional system.

In a market system individual economic units are free to interact among each other in the marketplace. It is possible to buy commodities from other economic units or sell commodities to them. In a market, transactions(交易) may take place via barter(物物交换) or money exchange. In a barter economy, real goods such as automobiles, shoes, and pizzas are traded against each other. Obviously, finding somebody who wants to trade my old car in exchange for a sailboat may not always be an easy task. Hence, the introduction of money as a medium of exchange eases transactions considerably. In the modern market economy, goods and services are bought or sold for money.

An alternative to the market system is administrative control by some agency over all transactions. This agency will issue edicts(法令,布告) or commands as to how much of each kind of goods and service should be produced, exchanged, and consumed by each economic unit. Central planning may be one way of administering such an economy. The central plan, drawn up by the government, shows the amounts of each commodity produced by the various firms and allocated to different households for con-

sumption. This is an example of complete planning of production, consumption, and exchange for the whole economy.

In a traditional society, production and consumption patterns are governed by tradition; every person's place within the economic system is fixed by parentage(出身), religion, and custom. Transactions take place on the basis of tradition, too. People belonging to a certain group or caste may have an obligation to care for other persons, provide them with food and shelter, care for their health, and promote the education. Clearly, in a system where every decision is made on the basis of tradition alone, progress may be difficult to achieve. A stagnant(停滞的, 萧条的) society may result.

Comprehension Questions

1. What is the main purpose of the passage?
 - A. To outline contrasting type of economic systems.
 - B. To explain the science of economics.
 - C. To argue for the superiority of one economic system.
 - D. To compare barter and money—exchange markets.
2. In the second paragraph, the word “real” in “real goods” could best be replaced by which of the following?
 - A. High.
 - B. Concrete.
 - C. Utter.
 - D. Authentic.
3. According to the passage, a barter economy can lead to _____.
 - A. rapid speed of transactions
 - B. misunderstanding

- C. inflation
 - D. difficulties for the traders
4. According to the passage, who has the greatest degree of control in an administrative system?
- A. Individual households.
 - B. Small businesses.
 - C. Major corporations.
 - D. The government.
5. Which of the following is NOT mentioned by the author as a criterion for determining a person's place in a traditional society?
- A. Family background.
 - B. Age.
 - C. Religious belief.
 - D. Custom.

Passage 2

In 1789 the U. S. government passed a law which said that the land of the American Indians could never be taken from them without their agreement. One hundred years later, however, the Indians only had a very small part of the land that originally belonged to them. How did this great injustice occur?

After 1812 white settlers began to move west across North America. At first, the settlers and the Indians lived in peace. However, the number of settlers increased greatly every year, and slowly the Indians began to see the white settlers as a danger to their survival. To feed themselves, the settlers killed more and more wild animals. The Indians, who depended on these animals for food, had to struggle against starvation. The settlers

also brought with them many diseases which were common in white society, but which were new for the Indians. Great numbers of Indians became sick and died. Between 1843 and 1854 the Indian population in one area of the country went down from 100,000 to 30,000.

More land was needed for the increasing number of white settlers. In Washington, the old respect for the rights of the Indians disappeared. The old promises to the Indians were broken; the federal government began to move groups of Indians from their original homelands to other, poorer parts of the country. Some Indians reacted angrily and violently to this treatment. They began to attack white settlers, and the Indian Wars began. For thirty years, until the late 1880s, different groups of Indians fought against the injustices of the white man. They had a few famous successes, but the result of the struggle was never in doubt. There were too many white soldiers, and they were too powerful. Many Indians were killed; the survivors were moved from their homelands to different areas of the country. It was a terrible chapter in the history of a country that promised freedom and equality to everyone.

Comprehension Questions

1. Why did American Indians begin to see the white settlers as a danger to them?
 - A. The settlers killed the animals which the Indians needed for food.
 - B. The settlers did not obey the laws passed by the U. S.

government.

- C. The settlers spread some diseases on purpose, which killed many Indians.
 - D. The settlers took much land from the Indians to build their houses.
2. What does the writer mean by "the old respect for the rights of the Indians disappeared"?
- A. The government had a new respect for the rights of the Indians.
 - B. The government began to ignore the rights of the Indians.
 - C. The government never had any respect for the rights of the Indians.
 - D. The government thought the Indians were not worth respecting.
3. What was the Indians' reaction to the government's action to move them off their original land?
- A. They had to struggle against starvation.
 - B. They began to fight the white settlers.
 - C. They felt very angry and became sick.
 - D. They listened to the government and moved to new areas.
4. It is implied in the passage that _____.
- A. the Indians had many great successes in the Indian Wars
 - B. the Indians had no doubt that they would win the Wars
 - C. the result of the struggle was that the Indians stayed where they were before
 - D. it was quite obvious that the Indians were too weak to

win the struggle

5. What is the writer's opinion about the treatment that the Indians received from the U.S. government?
- A. He believes that the government always respected the rights of the Indians.
 - B. He believes that the government cannot be criticized for its treatment of the Indians.
 - C. He believes that the government treated the Indians unjustly.
 - D. He believes that the government's unfair treatment against the Indians was not on purpose.

Passage 3

Prices determine how resources are to be used. They are also the means by which products and services that are in limited supply are rationed (配给, 分发) among buyers. The price system of the United States is a very complex network composed of the prices of all the products bought and sold in the economy as well as those of a myriad (无数, 极大数量) of services, including labor, professions, transportation, and public-utility (公用事业) services. The interrelation ship of all these prices make the "system" of prices. The price of any particular product or service is linked to a broad, complicated system of prices in which everything seems to depend more or less upon everything else.

If one were to ask a group of randomly selected individuals

to define "price", many would reply that price is an amount of money paid by the buyer to the seller of a product or service, or, in other words, that price is the money value of a product or service as agreed upon in market transaction. This definition is, of course, valid (有效的) as far as it goes. For a complete understanding of a price in any particular transaction, much more than the money involved must be known. Both the buyer and seller should be familiar with not only the money amount, but with the amount and quality of the product or service to be exchanged, the time and place at which the exchange will take place and payment will be made, the form of money to be used, the credit terms and discounts (折扣) that apply to the transaction, guarantees (保证) on the product or service, delivery terms, return privilege (特权) and other factors. In other words, both the buyer and seller should be fully aware of all the factors that compose the total "package" being exchanged for the asked-for amount of money in order that they may evaluate a given price.

Comprehension Questions

1. What is the best title for the passage?
 - A. The Inherent Weaknesses of the Price System.
 - B. The Complexities of the Price System.
 - C. Credit Terms in Transactions.
 - D. Resource Allocation and the Public Sector.
2. According to the passage, the price system is related primarily to _____.
 - A. labor and education