

福建省教育委员会高教处  
福建省大学外语教学研究会 组织编写

# 大学英语 阅读教程

COLLEGE ENGLISH  
EXTENSIVE READING

3

厦门大学出版社

# 大学英语阅读教程

COLLEGE ENGLISH EXTENSIVE READING

BOOK THREE

吴松江 主编

厦门大学出版社

# 大学英语阅读教程

(三)

吴松江 主编

\*

厦门大学出版社出版发行

福建省新华书店经销

福建沙县印刷厂印刷

\*

开本 787×1092 1/16 13.25 印张 290 千字  
1996 年 8 月第 1 版 1996 年 8 月第 1 次印刷  
印数:1—10000 册

ISBN 7-5615-1204-x/H·78

定价:12.80 元

### 第三册责任编辑委：

(以姓氏笔划为序)

邓志国 (福建师范大学)

叶友林 (福建农业大学)

陈金华 (福建医科大学)

陈明卿 (集美大学)

吴松江 (福州大学)

张秉赵 (厦门大学)

林振岳 (福州大学)

欧阳勤 (福建中医学院)

赵新城 (华侨大学)

黄志明 (集美大学)

## 前 言

《大学英语阅读教程》由福建省教委高教处和福建省大学英语教学研究会共同组织编写。

大学英语教学的根本目的是培养学生迅速、准确获取所需信息的能力。本书的宗旨就是帮助高校学生养成良好的阅读习惯,掌握科学的阅读方法,有效地提高阅读速度和理解能力。

本书根据《大学英语教学大纲》有关英语阅读理解技能的要求,针对高校成年学生具有较强的分析、归纳、综合和推断的能力,有意识地介绍一些基本的阅读技巧,有针对性地配以大量的练习,以便在技巧的指导下,提高阅读效果,在阅读实践中掌握技巧。阅读理解题的设计,打破了以往经常用的多项选择的单一模式,增设了形式多样的题型,目的是为了更好地调动学生的思维积极性,适应大学英语统考题型变化的要求。

考虑到目前学生的实际英语水平和将来工作的可能需要,本书选材力求从简到繁,由易及难。阅读材料的题材主要包括科普常识,日常生活知识,人物传略,英语语言国家的社会、文化、教育的背景知识以及他们的风土人情、社会习俗等。选材的总原则是科学性、知识性、趣味性和时代性相结合。

全书分四册,为大学英语1—4级泛读课教学用书。一、二册主要介绍基本的阅读技巧,三、四册偏重于阅读技巧的复习、补充和应用。每册分十个单元。每单元由**Section A**、**Section B**和**Section C**三部分组成。**Section A**主要介绍或复习阅读技巧,**Section B**提供有关练习,这两部分为课堂教学的基本材料。**Section C**偏重于已学过的阅读技巧的综合运用,并根据四级统考新题型的要求增加了翻译练习,这部分可以根据学生的水平和需要自由选用。

本书第三册由福州大学外语系吴松江编写。

厦门大学出版社宋文艳副编审为本书的编写、出版作了大量的协调工作。在编写过程中,福州大学钟晓文老师积极提供材料,朱天文、林蕾、王春峡老师帮助校对,公外教研室许多老师对本书的编写提出了不少宝贵的建议和意见,借此向他们表示衷心感谢。

由于编者水平有限,时间仓促,谬误疏漏之处在所难免。诚望广大读者及同行提出宝贵意见,以便及时修改补充。

编者 1996 年 6 月

## Contents

Unit 1	Importance of Context (1) .....	(1)
Unit 2	Importance of Context (2) .....	(17)
Unit 3	Learning Word Parts—Word Analysis .....	(37)
Unit 4	Reading for Main Idea .....	(58)
Unit 5	Supporting Details .....	(81)
Unit 6	Patterns of Organization .....	(102)
Unit 7	Fact and Opinion .....	(125)
Unit 8	Inferences .....	(140)
Unit 9	Purpose and Tone .....	(160)
Unit 10	Testing Yourself .....	(181)
参考文献	.....	(203)

## UNIT 1 IMPORTANCE OF CONTEXT (1)

You have learned how to guess the meanings of unfamiliar words by context clues, that is, by Definition, Restatement, Explanation, Experience or Situation, Example, Synonym, Antonym or Punctuation Mark. As the proverb goes, "Practice makes perfect", the first two units in this book are to help you further practise and master these skills.

### Section A

#### Context Clue 1: Definition Clues

Writers often take the time to help readers understand the meanings of certain words, especially some subject terms, by giving definitions. A definition gives the exact meaning that the writer intends for a word. For example:

1. A disease that can be spread from one person to another is said to be *contagious*.
2. An *incoherent* statement is a statement that is not logically connected.

It is not unusual for an author to put in a statement that clearly defines a difficult word. In the examples above, *contagious* means "spread from one person to another person" and *incoherent* means "not logically connected."

Writers usually use some signal words, such as *is*, *are*, *is (are) called*, *mean*, *refer to*, *known as*, to introduce a definition. Whenever you see these signal words you can get a definition of a word through the context.

#### Context Clue 2: Restatement Clues

Sometimes writers want to make clearer what they have said by restating it in more familiar words or terms or giving additional information so that readers may understand better. For example:

1. The *perimeter*, or the distance around the circle, was exactly sixteen inches.
2. *Idolatry*, the worship of idols, was practiced by many primitive people.

A restatement is merely stating the word in another way, usually in simpler terms. A restatement clue is usually set off by commas and signal words such as *or*, *namely*, *that is*, *in other words*, *that is to say*, *to be more exact*, *to put it another way*, and some punctuation marks. In the first example *perimeter* is the distance around the circle. In the second example *idolatry* means the worship of idols.

### Context Clue 3: Explanation Clues

As an aid to the reader, difficult words are sometimes explained to make the meaning clearer. For example:

1. The couple decided to buy the old house because their *meager* savings were short of the price of a new house.
2. Marilyn is a *versatile* musician. Not only does she sing and play the piano, but she plays many other instruments as well.

The explanation might be found in the same sentence with the difficult word, in the sentence before, or in the sentence following the word. In the first example above, *meager* means small or inadequate. In the second sentence, *versatile* is explained by additional information in the sentence that follows. The sample sentence, then, means that Marilyn is competent in many aspects of music.

### Context Clue 4: Experience or Situation Clues

Things or situations you have experienced, seen, known, or heard of may help you discover meanings of unknown words. For example:

1. The students were *jubilant* when they learned that their school had placed first in the competition.
2. Each time you drive in excess of the speed, especially when traffic is heavy, you *jeopardize* not only your own life but the lives of others as well.

This type of clue is less concrete and requires more thinking on the part of the reader. Ask yourself questions about the passage and try to answer them based on your experience or common sense, it may help you make a fairly accurate guess about the meaning of the unfamiliar word. In example 1, you may ask yourself "How would students feel if they placed first in a competition?" Your experience or common sense tells you that in such a situation they would be *joyful*, *rejoicing*, or *elated*. In example 2, perhaps you might not have the experience of driving car at excessive speed in heavy traffic. But certainly you have seen or heard of accidents caused by driving in excess of the speed limit, which endanger the driver's life and the lives of others as well. Thus, *jeopardize* means *endanger*.

## Section B

### Exercise 1—1

**Directions:** Below each numbered sentence, there are three statements. Only one of them is correct. Use context clues to guess the meanings of the italicized words and then choose the correct answer. In addition, determine whether the type of clue is a definition, restatement, explanation, or ex-



perience / situation.

1. An object that is lovely is often described as *exquisite*.  
A. breakable                      B. delicate                      C. lovely
2. The prisoner was placed in *solitary* confinement. He was not allowed even one visitor.  
A. unified                      B. separate                      C. obsolete
3. It has been a *tradition* in our family for generations to give a silver spoon to each new baby.  
A. pleasure                      B. chore                      C. custom
4. To *boycott* a store means to refuse to shop in the store.  
A. refuse to deal with  
B. refuse to go in  
C. refuse to advertise for
5. It looks as if the strike will not be settled by midnight. Labor and union officials will *negotiate* until each side is satisfied.  
A. argue                      B. bargain                      C. advise
6. Since I could not afford to purchase the original painting, I purchased a *replica*. An inexperienced eye could not tell the difference.  
A. twin                      B. copy                      C. proxy
7. *Animosity*, a feeling of strong dislike, developed among the musicians, causing the group to disband.  
A. poor showmanship    B. apathy                      C. a feeling of strong dislike
8. There has been so little *precipitation* this month that the crops are parched and dying.  
A. haste                      B. labor                      C. rainfall
9. A former employee, *irate* over having been fired, broke into the plant and deliberately wrecked several machines.  
A. relieved                      B. very angry                      C. undecided
10. Larry didn't want to take the time to tell Anne the entire plot of the movie so far, so he just gave her the *gist* of the story.  
A. ending                      B. title                      C. main idea

### Exercise 1—2

**Directions:** Use context clues to define in your own words the italicized words in the following sentences. Write the kind of clue on the shorter line provided.

1. When you cause someone to become very angry, you *infuriate* him.
-

2. Susie has a lot of *verve*. She is full of vim, vigor, and vitality!

---

3. It was *inevitable* that the student would fail the course. Poor study habits will always result in poor grades.

---

4. The driver who failed to yield the right-of-way and ignored the stop sign was charged with *negligence*.

---

5. The man accused of the crime had always been known as a *rebel*. Even as a young man he could not abide the rules and regulations imposed by his family.

---

6. *Polygamy*, the practice of having two or more mates, is unlawful in the United States.

---

7. Lately I have been assigned to every *tedious* task imaginable. On the other hand, my partner seems to get interesting, exciting tasks each day.

---

8. If you have more of a substance that you need or want, you have an *excess* of that substance.

---

9. Many motel chains offer *accommodations* for travelers in all the major cities.

---

10. There are many storybooks written for children that have historical value. Photographs lend *authenticity*, or reality, to these books as well as teach the lesson in an enjoyable manner.

---

### Exercise 1—3

**Directions:** Below each numbered sentence, there are three statements. Only one of them is correct. Use context clues to guess the meanings of the italicized words and then choose the correct answer.

1. It is *vital* that a young child get from eight to ten hours of sleep each night if he is expected to be alert in school.  
A. infinite                      B. essential                      C. prevalent
2. I felt that the sentence given to the criminal was much too *lenient*. Murder should carry the maximum penalty.  
A. soothing                      B. tiresome                      C. merciful
3. It took a lot of hard work and dedication for him to reach the *acme* of his career be-

fore he was thirty years of age.

- A. peak                      B. consequence              C. modification
4. After all the children left home, the couple put their *commodious* house up for sale. It was too large for only two people.  
A. secluded              B. conspicuous              C. spacious
5. The *squall* was so strong it blew the roof off the greenhouse and destroyed many of my prize orchids.  
A. harsh scream              B. lightning              C. violent storm
6. A month after the victim's death there were still so many unanswered questions that the police *exhumed* the body for further investigation.  
A. exhorted              B. exhibited              C. dug up
7. Most executives consider *compatibility* to be a desirable characteristic for their employees. Internal bickering can be very disruptive.  
A. ability to type rapidly  
B. ability to get to work promptly  
C. ability to work harmoniously
8. The bank robber and his *accomplice* were captured before they left the bank.  
A. partner              B. hostage              C. avenger
9. If you see someone in danger of drowning, you should throw the victim any *buoyant* object you can find.  
A. large              B. floatable              C. sinkable
10. The gang's *arrogance* was exceeded only by their total lack of concern for the teacher's feelings.  
A. consideration              B. haughtiness              C. sensibility
11. Children of *migrant* workers must adjust to a different school every few months. The harvest season for most crops is relatively short.  
A. one who works in a mine  
B. one who immigrates to another country  
C. one who moves from place to place to harvest seasonal crops
12. The physician prescribed a new medicine in an effort to *alleviate* the patient's pain.  
A. relieve              B. prolong              C. increase
13. I was shocked by the *audacity* of Susan's request. She is usually a quiet and shy person.  
A. reasoning              B. lavishness              C. boldness
14. It is a privilege to live in a free country that protects the rights of individuals. We owe our motherland our *allegiance* as well as our gratitude.  
A. money              B. loyalty              C. impudence
15. Record low temperatures forced the mountain climbers to give up the climb before

they reached the *pinnacle*.

A. crevice                      B. midway                      C. peak

16. The *lithe* gymnast performed her routine at the Olympics with the greatest of ease.

A. supple                      B. ungainly                      C. light

17. Very old people are often more *vulnerable* to the misleading tactics employed by swindlers.

A. likely to need  
B. easily understood  
C. open to attack

18. The widespread use of vaccinations has practically eradicated many *communicable* disease.

A. disease that can be transmitted  
B. disease that can be cured  
C. disease that cannot be cured

19. The *obstinate* donkey refused to move after the miner put the heavy pack on its back.

A. stubborn                      B. snobbish                      C. sensible

20. Pollution of air and water on the earth has reached alarming proportions. Unless we reverse the present trend, the animals, including humans, could be *obliterated*.

A. increased                      B. obstructed                      C. destroyed

#### Exercise 1—4

**Directions:** Below each numbered sentence, there are three statements. Only one of them is correct. Use context clues to guess the meanings of the italicized words and then choose the correct answer.

1. A failing score would result in her not receiving a diploma; therefore, she worked *assiduously* to prepare for the test.

A. occasionally                      B. persistently                      C. artistically

2. His remarks were infrequent as well as short and to the point. He was certainly not a *loquacious* man.

A. friendly                      B. flawlessly                      C. talkative

3. In contrast to her husband's untidy appearance, Diane is always *impeccably* dressed.

A. fashionably                      B. flawlessly                      C. carelessly

4. After living with poverty and disease all their lives, the *destitute* villagers welcomed the VISTA volunteers.

- A. haughty and vicious  
 B. uneducated and uncaring  
 C. deprived and suffering
5. The accountant found the error only after *meticulously* checking each entry in the books.  
 A. excitedly                      B. randomly                      C. carefully
6. Although the professor's lectures are clear and to the point, his test questions are *ambiguous*.  
 A. vague                      B. ambitious                      C. difficult
7. When Chad realized that his brother had betrayed him, an *acrimonious* quarrel ensued.  
 A. cautious                      B. sulky                      C. bitter
8. The peddler used every *subtle* scheme he could think of to sell his wares.  
 A. cunning                      B. exciting                      C. precocious
9. Even with *explicit* directions to the coliseum, we lost our way.  
 A. clearly stated                      B. ambiguous                      C. exorbitant
10. The *phenomenal* growth of the suburbs has caused concern about the future of the inner cities.  
 A. extraordinary                      B. contested                      C. primal
11. The Orient offers *myriad* sights of interest to travelers. It would take days to see the sights in Tokyo alone.  
 A. very inexpensive                      B. very many                      C. very interesting
12. During a revolution, people are often *incarcerated* for speaking against the government. This usually leads to deplorable prison conditions.  
 A. exiled                      B. imprisoned                      C. hanged
13. After a lengthy legal battle, the couple, along with their divorce lawyers, arrived at an *equitable* property settlement.  
 A. contested                      B. profitable                      C. fair
14. The United States has not only a *diversity* of geography and climate but also of people. People from all over the world have settled in the United States.  
 A. variety                      B. distinction                      C. division
15. The teacher explained the penalty for *plagiarism*. Actually, the penalty was not unreasonable, considering that every student should know that to copy another person's work is illegal.  
 A. writing a paper in retrospect  
 B. giving personal opinions  
 C. passing off another's work as one's own
16. The *guile* the student used in passing the course did nothing to improve her knowledge of the subject.

- A. cautiousness      B. craftiness      C. lavishness
17. For the third time the forest ranger *reiterated* to the campers the importance of putting out the camp fires.  
A. exclaimed      B. repeated      C. apologized
18. The young man was such a *gregarious* individual that he found it hard to live in the isolated camp.  
A. domestic      B. docile      C. sociable
19. The remarks made by the witness were *vindictive*. It was clear that the witness felt the accused deserved to be punished for the crime against his family.  
A. revengeful      B. resourceful      C. doubtful
20. It was a time of haste and confusion. I feared in *inadvertence* the police would overlook a clue that would help to find the missing child.  
A. an oversight      B. a lack of ability      C. inadequacy

## Section C

### Exercise 1—5

**Directions:** Read the following passages and do the exercise that follows.

1. Cigarette advertising can be very effective. The people we see advertising cigarettes sell attractive images. For example, we might be shown very attractive women and strong cowboys. These sirens and brawny cowpokes are seductive images, designed to make us desire cigarettes.

Some people believe that cigarette smoking is a moral weakness that affects individuals and society. They argue that this *vice* is *linked to* a good deal of illness every year. Cigarette smoking, they argue, can *sap* the strength of individuals and of the national economy.

Other people think discussions of the dangers of cigarette smoking *obscure* the real issue, hiding the fact that *curbing* smokers' rights makes them the *target* of discrimination.

Both sides in this debate can become very emotional, using very strong language. Some people believe that smoking in public is immoral. Others believe that curbing smokers' rights is equally *obscene* and *perverse*. Still others focus on the evil of smoking, believing that the act itself and its effects are *pernicious*.

In the end, people need a reason to stop smoking. This *incentive* to stop can be job-related. For example, we may be on the way to making nonsmoking a *condition of employment*; smokers may have a hard time getting hired, and *personnel* who smoke may be fired.

It can be argued that making smoking a job-related issue is not fair. Whether or

not you smoke does not make you a good employee. Some people will always waste time either smoking or talking. Does it matter if you *fritter away* your time *chattering* or smoking?

Similarly, smokers do not necessarily create more dirt in the workplace. Not all smokers *flick* ashes on the floor while they talk, or press cigarette *butts* into the floor. People are individuals.

Use context clues to guess the meanings of the italicized words.

1. *sirens* \_\_\_\_\_
2. *brawny* \_\_\_\_\_
3. *cowpokes* \_\_\_\_\_
4. *seductive* \_\_\_\_\_
5. *vice* \_\_\_\_\_
6. *linked to* \_\_\_\_\_
7. *sap* \_\_\_\_\_
8. *obscure* \_\_\_\_\_
9. *curbing* \_\_\_\_\_
10. *target* \_\_\_\_\_
11. *obscene* \_\_\_\_\_
12. *perverse* \_\_\_\_\_
13. *pernicious* \_\_\_\_\_
14. *incentive* \_\_\_\_\_
15. *condition of employment* \_\_\_\_\_
16. *personnel* \_\_\_\_\_
17. *fritter away* \_\_\_\_\_
18. *chattering* \_\_\_\_\_
19. *flick* \_\_\_\_\_
20. *butts* \_\_\_\_\_

Translate the underlined sentences into Chinese.

2. The government withheld taxes from the young New York waitress's wages, but not her tips. So she didn't declare them on this year's income tax.

"It was not a substantial amount of money, since I only worked there 11 weeks," she says in her defense. "It was just easier than figuring out how much tips I made."

The manager of a Los Angeles theater told an employee to resell some used tickets collected from patrons and give him the extra money. The *ploy* kept the second

sales from showing up on theater records.

Convinced the funds were going into the manager's pocket, and not the theater's, the employee began to keep half.

"If he's going to force me to do this, I'm going to get a piece of it for myself," he says. "But basically, I'm a nice person."

Cheating: The income-tax deadline approaches and some taxpayers' thoughts turn to it. Test time approaches and some students' thoughts turn to it. Temptation appears and some spouses consider it.

"You want something you can't get by behaving within the rules, and you want it badly enough you'll do it regardless of any guilt or remorse, and you're willing to run the risk of being caught." That's how Ladd Wheeler, psychology professor at the University of Rochester in New York, defines cheating.

Cheating represents the triumph of the "Brazen Rule" over the "Golden Rule", says Terry Pinkard, philosophy professor at Georgetown University in Washington, D. C.

"The Golden Rule says, 'Do unto others as you would have them do unto you'. The Brazen Rule says, 'Do unto others as they would do unto you if they were in your place. '"

Many experts believe cheating is on the rise. "We're suffering an ethical breakdown," Pinkard says. "We're seeing more of the kind of person who regards the world as a series of things to be *manipulated*. Whether to cheat depends on whether it's in the person's interest." He does, however, see less cheating among the youngest students.

Richard Dienstbier, psychology professor at the University of Nebraska in Lincoln, believes that society's attitudes account for much of the *upsurge* in cheating.

"Twenty years ago, if a person cheated in college, society said: 'That is extremely serious, you will be dropped for a semester if not kicked out permanently,'" he says.

"Nowadays, at the University of Nebraska, for example, it is the stated policy of the College of Arts and Sciences that if a student cheats on an exam, the student must receive an 'F' on what he cheated on. That's nothing. If you're going to flunk anyway, why not cheat?"

Cheating is unethical, Pinkard says, whether it's massive *fraud* or failure to tell a store cashier you were undercharged.

"You're treating other people merely as a means for your own ends. You're using people in ways they would not consent to." The cheater says, "Let everybody else bear the burden, and I'll reap the benefits."

Cheaters usually try to justify their actions, says Robert Hogan, chairman of the psychology department at the University of Tulsa in Oklahoma. "They never think



it's their fault. ”

Cheaters make justifications because they want to feel good about themselves, adds Wheeler. “They don’t want to label themselves as a cheater. Also, they may be anticipating the possibility of getting caught, so they work on their excuse ahead of time. ”

The most common justifications, psychologists say, include:

“I had to do it. ”

“The test was unfair. ”

“Everybody does it, and I have to cheat to get what’s rightfully mine. ”

“The government wastes the money anyway. ”

“My wife (or husband) doesn’t understand me, and we’ve grown apart. ”

Cheating is most likely in situations where the *stakes* are high and the chances of getting caught are low, says social psychologist Lynn Kahle of the University of Oregon in Eugene.

In his study, a group of freshmen were allowed to grade their own tests, while secret, pressure-sensitive paper indicated who changed answers. To raise the pressure, students were given an extremely high score as the “average” for the test and told that those who flunked would go before an inquiring board of psychologists.

About 46 percent of the male students changed answers; among the females, about 30 percent cheated.

Everybody cheats a little, some psychologists say, while others insist that most people are basically honest and some wouldn’t cheat under any circumstances.

Despite the general rise in cheating, Pinkard sees some cause for hope: “I do find among younger students a much less tolerant attitude toward cheating. ”

Perhaps, he says, the upcoming generation is less pampered than the “baby boom” students who preceded them—and therefore less self-centered. “There seems to be a swing back in the culture. ”

Use context clues to choose the appropriate meaning for the following words as used in the selection.

1. *ploy*

A. plan to force

B. desire to persuade

C. agreement with others

D. employee

2. *manipulated*

A. worked

B. massaged

C. controlled

D. falsified

3. *upsurge*

A. increase

B. decrease

C. outcome

D. consequence

4. *fraud*