大学英语阅读

DAXUEYINGYUYUEDU

主　编　刘晶阳

副主编　李　佳　王晓平

哈尔滨地图出版社

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前 言

大学英语阅读在大学英语各种考试中都占有很大的比例，可以这样说，阅读部分分数的高低几乎决定学生考试的成败。而对大多数学生来说英语阅读又是一个薄弱环节。为了提高广大学生的英语阅读能力，我们特意选编了一些材料，编成此书，希望能在提高学生的英语阅读能力方面尽一点绵薄之力。

本书在编写过程中充分贯彻了《教学大纲》的精神，做到有的放矢。

本书选材广泛。其内容包括地理、历史、经济、人生观教育等，使学生在学习语言的同时，还学习其他方面的知识。同时注意难易适当。一部分材料的难度相当于六级水平，另一部分相当于六级之上，以使英语程度较高的学生有内容可学。

本书内容精泛兼顾。既有选材偏难，以扩大知识面和词汇量为主的精读内容；又有以提高学生阅读速度为主的泛读内容。同时配有适量的练习题，使学生能够在做练习的同时掌握一定的技巧。

本书由刘晶阳（黑龙江农垦职业学院）、李佳（黑龙江农垦职业学院）、王晓平（空军航空大学）编写。其中刘晶阳编写了 Text 1 ~ Text 21；李佳编写了 Text 22 ~ Text 27 及 Passage 1 ~ Passage 20；王晓平编写了 Passage 21 ~ Passage 40。

由于时间仓促，加之经验不足，书中难免有疏漏之处，不当之处恳请读者指正。

编 者

2007 年 11 月

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Part One Reading Appreciation

Text 1 Why Business Needs Scientists

Twenty years ago I was a physicist working on neutron – scattering experiments at Brookhaven National Laboratory. Now, as the vice – chairman of Sony USA and president of Sony Software, I represent Sony in both the electronics and the entertainment business. I spend my days discussing and overseeing projects that range from new developments in high definition to the cutting edge of popular music.

My experience has convinced me that a background in pure science is an ideal preparation for business. I will take that a step further and say that American business would be a lot better off if it had more scientists and fewer M. B. A. 's running its corporations.

Why do I think the neutron detector prepared me for life at Sony? As a physicist, I was doing work I considered important and working with people I admired. But as I looked around the lab, I asked myself whether this was what I wanted to be doing 20 years into the future. I thought I might like to try business, but I was not absolutely sure. When I shared my uncertainty with my thesis adviser, the distinguished researcher Robert Nathans, he gave me some advice I would never forget. "Don't worry about it, Mickey," he said. "You're a physicist. Physicists don't do anything they really don't want to do. If you get into business and find you don't like it, you'll get out."

Obviously, I liked it. I stayed. But I stayed as a physicist. No matter what it says in my job description, I am still a scientist. And I have approached business problems the same way I approached scientific problems. The lessons I learned as a scientist were excellent instruction for business.

Some of those lessons are as basic as strong work ethic. The business school yuppies of the 1980s glamorized the idea of working long hours. But that trend was in fashion in labs long before anyone ever heard of Michael Milken. I can well remember sitting up until 3 A. M. baby – sitting our precious high – flux beam reactor through an experiment. The hours didn't matter. It was the result that counted. When you have a meaningful challenge, personal time means very little. That is a lesson I have carried over into corporate life.

Science also encouraged my intellectual curiosity. Of course, that was something that attracted me to physics in the first place. But working in the lab at Brookhaven taught me how stimulating it was to make intellectual curiosity the center of your professional life. My responsibilities have obviously changed. But intellectual curiosity is very much a part of what keeps me going in the business world. In science, you accept intellectual curiosity as a given. I wish it were more common in business.

I would also like to see business people develop some of the tenacity that is common in science. People in business tend to be impatient. The scientists I worked with were anxious to see

results. But they realized that you had to build the foundation before you could put on the roof. By example, they taught me the importance of mastering the fundamentals of a field before you could do meaningful new work. Shortly after Sony acquired Columbia Pictures, I began to read the scripts for films we had under production. That didn't endear me to some of the operating people. One of them challenged me about why I wanted the scripts. He as much as told me that they were not going to let me take over the creative decisions. But I told him he was missing the point. I was not interested in telling the creative experts how to make films, but I was intensely interested in understanding the process.

Learning as much as you can about the details is a lesson that is actually discouraged in many business schools. They promote the misleading idea of the generic manger the consummate professional whose education has repaired him or her to step into any kind of business and run it.

The myth of the plug in executive created a generation of migratory mangers in American business. Most of them do not have the time or the inclination to learn anything in depth about the business they are responsible for. Instead they bring their business school theories to each assignment. And quite often they do not stay around long enough even to evaluate whether or not the theories are valid. That is a big difference between business graduates and science graduates. The business graduates accept theory as gospel. The science graduates accept theory as the starting point for experimentation.

An equally dangerous trend in the graduate schools of business is their potential to restrict creativity. And the greater the reputation of the business school, the greater the risk that its graduates will rely on management theory instead of personal creativity. There is a time for doing things the Wharton way or the Harvard way. But there is also a time for doing things your way.

To be truly successful in business, you have to be a creative risk – taker. I have spent about $7 billion of Sony's money to acquire companies such as Columbia Pictures and CBS Records. There were strategic acquisitions that supported our long – term vision for Sony. You have to have your own vision of the future. And you need the confidence to invest in that vision. It is not much different from the approach to scientific research. The people I admired most in science had the creativity to develop long – term visions of the future as well as the courage to stick with that vision unless research proved them wrong.

In the years ahead, business people will be asked to solve complex problems with very high stakes, not just for their corporations but for society as a whole. Some of those problems will involve decisions about technology, about the environment, about the economy and the marketplace, even about government. Scientists understand the process of critical thinking. They know how to analyze problems by concentrating on the important elements and filtering out the irrelevant. They understand that worthwhile results require a long – lived effort. They are willing to admit there are things they do not understand and then take the time to find out what it is they don't know.

Business needs that kind of vision and that kind of intellectual courage. Business could get that kind of thinking by taking some of its surplus M. B. A.'s and sending them back to school for Ph. D's in science. Fascinating, but unlikely. Instead I think business has the responsibility to

recruit more scientists.

Vocabulary

oversee v. 监督、监视
detector n. 探测器
distinguished a. 1. 有尊严的,高贵的 2. 卓越的,杰出的
approach v. 1. 接近、靠近 2. 着手处理(事物)、难题等)
ethics n. 道德准则,论理学
glamorize v. 使某事物比其实际更吸引人或更激动人心
baby – sit n. 代人临时照看婴儿
stimulate v. 1. 刺激、激励某人 2. 激发(某人的)兴趣和热情
tenacity n. 1. 粘牢;抓牢 2. 坚决; 3. 耐久;好记忆力
script n. 剧本;脚本;讲稿
endear v. 使某人受某人喜爱
generic a. 属的;类的; 一般的
manger n. 食草槽
consummate adj. 记忆高超的,尽善尽美的
gospel n. 1. 原则、主义、信条 2. 福音
reputation n. 名声;名誉;名气
acquisition n. 1. 获得;得到 2. 获得物
fitler v. 1. 过滤;滤清 2. 渗透;漫漫传开

Exercises

I. Reading Comprehension

1. The attitude of the author towards M. B. A. 's is ____.

A. praiseful B. sarcastic
C. grateful D. discontent

2. A marked difference between business graduates and science graduates is their different ____.

A. interests in running business
B. attitudes towards theories and application
C. ideas about working long hours
D. curiosity of investment

3. "You had to build the foundation before you could put on the roof." Means that ____.

A. when you build a house, you should lay the foundation first
B. a house needs a solid foundation
C. before you start to do new work, you should have thorough knowledge in the field of that work
D. a foundation is very important in building a house

4. From the article we can infer that the author is ____.

A. a fault finder　　B. a gossip

C. a risk－taker　　D. a predictor

5. "The lessons I learned as a scientist were excellent instruction for business." (paragraph 4) "the lessons" here refer to ____.

A. working long hours and being patient

B. developing intellectual curiosity and tenacity

C. learning as much as you can about the details

D. All of the above.

6. The purpose of the author in wring this article is ____.

A. to call on more people to participate in business

B. to show that it is unnecessary to go to business school

C. to remind people that business is one of the branches of science

D. to stress that a long－term scientific approach is needed in business administration

II. Questions on for discussion

1. What is the author's main argument about the topic "business needs scientists"?
2. As a businessman, why does the author say that he is still a scientist?
3. What kind of problems will businessmen be asked to solve in the near future.
4. What suggestion does the author make at the end of the article?

III. Cloze

It's reported that up to a third of Britain's university students may be cheating their way to a degree. It's late at night and Robert is __1__ away at his computer keyboard, __2__ close to the screen. The Internet connection __3__ out from his Cardiff University hall of residence across the world wide web, a vast __4__ unavailable to __5__ generations of students. __6__ Robert isn't looking for nuggets of information to weave into his essay.

At a "paper mill" website he finds __7__ he wants－5 000 words of perfect, ready－written answer. He has just to select the text, copy it and __8__ it into his word processor and he's saved himself two weeks of graft.

There's a quiet __9__ of cheating in our schools and universities. The growth of the Internet, __10__ with the fact __11__ many degrees and qualifications are now __12__ to a significant extent on coursework, rather than simply on exams, has left the door wide open to this sort of copying.

John Barrie, co－founder of Turnitin. com, a company that makes computer software to __13__ plagiarism, believes up to 35 per cent of U. K. students could be cheating. Robert form Cardiff __14__ the figure for his course is closer __15__ 60 percent.

It's impossible to know the true __16__, but in 1999, 117 computer science students at the University of Edinburgh were __17__ after they turned __18__ their unsupervised coursework which showed close similarities. In the same year, all students at the University of Glasgow were specifically __19__ that work would be tested for __20__, yet 48 were still caught at it. This phenomenon has drawn great attention from educators and social workers and effective methods are being studied.

1. A. rapping	B. tapping	C. patting	D. striking
2. A. munched	B. punched	C. hunched	D. lunched
3. A. approaches	B. strains	C. stretched	D. reaches
4. A. source	B. sources	C. resource	D. resources
5. A. previous	B. before	C. prior	D. former
6. A. and	B. but	C. then	D. after
7. A. that	B. which	C. what	D. of which
8. A. fasten	B. lock	C. stick	D. paste
9. A. infection	B. epidemic	C. catching	D. contagion
10. A. coupling	B. paired	C. coupled	D. pairing
11. A. that	B. which	C. in which	D. what
12. A. award	B. awarded	C. reward	D. rewarded
13. A. conceal	B. detect	C. defect	D. detective
14. A. reckons	B. tokens	C. beckons	D. taken
15. A. up	B. with	C. to	D. in
16. A. extent	B. scope	C. range	D. degree
17. A. inquired	B. interrogated	C. examined	D. investigated
18. A. in	B. up	C. on	D. out
19. A. warned	B. notified	C. threatened	D. alerted
20. A. plagiarist	B. plagiarize	C. plagiarism	D. plagiary

Text 2 The Names of the Months

The names of the months all come from Latin. Many of the names were named of Roman gods. January, March, May, June – these months are named after Roman gods.

January was named after the god Janus. Janus was a strange god with two faces. He could look in two directions. He could look forward and back at the same time. He was the god of endings and beginnings. January, which is named after him is the first month of the year. It is the month in which one looks forward to the New Year. One also looks back to the old year.

The name February comes from a Roman celebration. The name of this celebration was February. It was a celebration of cleaning. Toward the end of February, after the long winter months, women begin to think of spring cleaning. Probably this was the origin of the name of the month. February has only 28 days. Every fourth year it has an extra day making a total of 29 days. The reason for this is that in every year there are exactly 365 days and six hours. At the end of four years six extra hours of each year add up to 24 hours or one full day. This fourth year, in which February has 29 days, we call "Leap Year" (闰年).

The third month, March, is named after the Roman god of war. Mars was a strong god. The Roman people always connected him with thunder and lightning. Pictures of Mars always show him with lightning about his head. It is natural that the name of March comes from this god Mars. March is a month of storms. The wind blows strongly. It rains very hard. There is often thunder

and lightning.

The origin of the word April is not known exactly. Probably the word comes from the Latin word aperitifs. This Latin word means "to open". In Spanish today there are the words abrir (to open) and abrir to (open). In the month of April the sky's open. It rains very often. The trees become green. Grass and flowers appear.

The month of May is named after the Goddess Maia. Maia was young and pretty. She was the goddess of the fields. She was the mother of the god Mercury.

The month of June was named after the goddess Juno. She was the wife of Jupiter. Juno was a beautiful woman.

The seventh month of the year, July, is named after Julius Caesar. Julius Caesar was a famous general. He became dictator of Rome. Before the time of Caesar another calendar was used. The year began in March instead of January. The present month of July was then the fifth month instead of the seventh month. Caesar changed this. He made a new calendar. This is the calendar we use at present. Caesar himself was born in July. He gave the name of July to his, the seventh month of the new calendar.

After Julius Caesar came his nephew Augustus. At first the name of Augustus was Octavius. Later, when he became emperor, the people wished to please him. They gave him the title of Augustus, meaning "noble". They also called the eighth month August after him. Possibly you have read something of the Augustan period of Roman history. It is called the "Golden Age". It was a great period of peace. It was a period of great literature and art. The great Latin poets, Horace and Virgil, lived at this time.

The months of September, October, November and December need little explanation. In our calendar today they are the ninth, tenth, eleventh, and twelfth months. But in the old calendar before Julius Caesar they were the seventh, eighth, ninth, and tenth months. The names for the months September, October, November, and December therefore came from the Latin words for seventh, eighth, ninth, and tenth.

Vocabulary

1. Roman a. 罗马的
2. goddess n. 女神
3. god n. 神
4. dictator n. 独裁者
5. celebration n. 庆祝
6. calendar n. 日历
7. extra a. 额外的
8. nephew n. 侄子或外甥
9. total a. 总的,全体的
10. emperor n. 皇帝
11. exactly ad. 确切地
12. title n. 头衔,称号

13. connect v. 连接
14. noble a. 贵族的
15. thunder n. 雷,霄声
16. possibly ad. 也许,可能地
17. natural a. 自然的
18. literature n. 文学
19. art n. 艺术
20. blow v. 吹

Exercises

I. Answer the following quesyions

1. In which of the following months does one look forward to the New Year and back to the New Year and back to the old year?
A. July B. January C. December D. February
2. Which of the following months was connected with thunder and lightning?
A. March B. April C. February D. January
3. According to this passage, March is named after the
A. Roman celebration B. Roman god of war C. Roman goddess D. none of the above
4. "The sky's open" in the last paragraph probably means that
A. it is open. B. it blows hard C. it rains very D. it is hard to say
5. According to the writer of the passage, the names of the months all come from
A. the names of Roman gods B. Roman C. Latin D. Julius Caesar
6. Which of the following months was named after the wife of Jupiter?
A. July B. June C. May D. August
7. According to the passage, who made the calendar we use at present?
A. Augustus B. Maia C. Janus D. Caesar
8. The ____period is called "Golden Age" in Roman history.
A. Julius Caesar's B. Octavius's C. Augustan D. Horace and Virgil
9. The "Golden Age" was a great period ____
A. of rush of gold B. of peace C. of literature and art D. both b and c.
10. In the old calendars before Julius Caesar, the tenth month is ____in our calendar today.
A. September B. October C. November D. December

II. Cloze.

Everybody dances. If you have __1__swerved to avoid stepping on a crack in the sidewalk, you have danced . If you ever kneeled to pray, you have danced . For these actions have figured importantly __2__The history of dance, Dance goes __3__to the beginnings of civilization __4__ the tribe——where natives danced to get __5__they wanted, Primitive dance was __6__all practical, not the social dance we know today . Natives approach d dance with __7__seriousness a way to help the tribe in the crucial progress __8__survival . Dance was belied to be the __9__direct way to repel locusts, to __10__rain, to insure that a male heir would be born, and __11__guarantee

victory in a forthcoming battle .

Primitive __12__ was generally done by many people moving in the same manner and direction __13__ all dance had leaders, solo dances __14__ rare . Much use was made of __15__ part of the body . And so __16__ were these tribal dances that, if a native __17__ miss a single step, he would be put to death __18__ the spot . Fortunately, the same rigid __19__ that governed the lives of these people do not apply in the __20__ relaxed setting of today's discotheques .

1. A. ever	B. never	C. were	D. after
2. A. about	B. for	C. in	D. forward
3. A. Forward	B. Back	C. up	D. down
4 . A. at	B. for	C. of	D. to
5. A. when	B. why	C. which	D. what
6. A. about	B. above	C. under	D. over
7. A. little	B. great	C. less	D. least
8. A. to	B. over	C. of	D. at
9. A. most	B. least	C. first	D. last
10. A. cause	B. happen	C. try	D. make
11. A. for	B. of	C. to	D. at
12. A. food	B. dance	C. spells	D. harvest
13. A. Since	B. Despite	C. Thus	D. Although
14. A. are	B. was	C. were	D. is
15. A. only	B. every	C. some	D. all
16. A. comic	B. boring	C. Solemn	D. tiring
17. A. Would	B. should	C. might	D. could
18. A. in	B. at	C. on	D. around
19. A. sticks	B. messages	C. reviews	D. rules
20. A. less	B. more	C. least	D. most

Text 3　Knowing What You're Worth

When interviewing for a new job, how should you handle the issue of salary? Should you accept the first offer that comes your way? Or, should you actively negotiate salary and benefits as part of the job interview process?

Salary is something most people don't talk about much. For that reason, many job seekers (and job holders) have little, if any, knowledge of how to address salary issues in the workplace. And usually, people think salary is in the hands of employers anyway.

But such thinking can keep you from being paid what you're really worth if you are shopping for a new job and prevent you from getting what you deserve in your current job. For example, are you near the bottom, middle, or top of the salary range for your job in your organization? Many people don't know.

Let's say you're job hunting. Many people assume that publicly quoted salary ranges for a

job are fixed and nonnegotiable. Not true.

Other myths include the belief that if you try to negotiate salary as part of a job interview, your prospective employer will walk, insulted that you'd be so brazen as to suggest terms. Not true.

Still others console themselves with the belief that it's easier to get a raise once they've joined a company, rather than when they're first trying to land a job. Wrong!

In fact, failure to deal with salary issues during job interviews can hurt you. Why? Because even the most beneficent employer will try to get you for the fewest dollars possible, and will likely make you an initial offer less than what it's willing to pay for your services.

So, accept too fast, and you could wind up taking a salary that pegs you near the bottom rung of the salary range that the organization pays for a job like yours.

Here are some tips for dealing with salary issues during job interview.

Research. Know the salary ranges typical for your job and the industry you're working in. if you're vying for a corporate training or HR job, it will probably pay more than a similar position in the non-for-profit sector, but not always. So, be careful and do your homework.

Sources of inside information about salaries include trusted friends and colleagues in other organizations, salary surveys produced by trade organizations and professional societies serving different industries, articles in professional association magazines, and past bosses.

Know what you're worth. Negotiate with vigor. Don't be a victim of the job interview. Instead, learn to play the negotiating game effectively. For example, don't ever leap at a first offer - even if it's exactly what you want. Instead, sleep on it overnight. Come morning, you may find that there are questions you don't have answers to yet. "I'm sorry, did you say this job requires me to travel 15 percent or 50 percent of the time?"

Delay salary discussions. Wait until you've has time to learn the specifics about the job. And let the prospective employer bring up the salary issue, not you. If it comes up early, say, "I know we need to discuss salary. But first, I need to know more about the particulars of this job and the scope of my responsibilities. Can you fill me in?"

Avoid telling your current salary.

It's no one's business but yours what you make, even though many job interviewers think they have a right to this information.

If prospective employers push hard on that issue, be cautious. It may be a power play, an effort to gauge you against other job candidates who may be as qualified but who are asking less; or an indication that the organization is making a hiring decision based more on price than on the specific skills and experience you can bring to the table.

To fend off questions about your current salary, offer this: "I think it's fair to say that I've been well-compensated in past jobs. But I'm sure you have a salary range in mind for this position. I wonder, can you tell me what it is?"

That approach is often a good way to get job interviewers to give you some idea of the salary range they're willing to pay for the position. Believe me, they have a range in mind!

Consider salary in the context of the other benefits. For example, in lieu of a higher salary,

you can negotiate for more vacation time as part of your employment contract. In fact, you can sometimes negotiate for a car, a car allowance, paid memberships in professional groups, a budget for professional development, stock options, salary reviews, bonus pay, and relocation expenses.

When considering salary offers, you have more latitude (and leverage) than you think.

Don't fret that an employer will walk if you balk at the first offer. An offer is a "buying signal" on a prospective employer's part, which shows interest in you.

Play the salary game with a poker face and realize that as negotiation expert Chester Karass says, "In business, you don't get what you deserve; you get what you negotiate."

Vocabulary

handle v. 1. 触摸 2. 对付、管理 3. 对待
negoliate n. 1. 商议;谈判 2. 商订;洽谈
current a. 1. 现在的;现行的 2. 通用的;通行的
range n. 限制;范围;幅度
prospective a. 预期的;未来的;可能的
insult v. 侮辱;辱骂,侮慢
beneficent a. 行善的;慷慨的
brazen a. 无耻的;无礼的,声音响亮的
initial a. 开始的;最初的;第一个的
peg v. 1. 用钉或桩固定(某物)2. 使(工资)固定在某水平上
vie v. 竞争;争夺
survey v. 仔细观察;全面研究;测量;调查
leap v. 1. 跳跃 2. 冲;穿 3. 跳过(障碍)
specific n. 1. 详细;细节 2. 特效药
fend off (vp.)抵御;抵挡
lenu n. inleu of ……代替
allowance n. 1. 津贴;补助 2. 折扣
fret v. 使……烦躁、担心、不愉快
balk v. 踌躇不决;妨碍阻止(谋事)

Exercises

I. Answer the following questions

1. People usually think salary is in the hands of employers. Do you agree? Why?
2. What are the tips given by the author for people to deal with salary issues during job interview?

II. Reading Comprehension

1. The author thinks that if one believes salary is in the hands of employers, one may ____.
   A. be more satisfied with one's salary
   B. be prevented from getting what one deserves
   C. have to accept the lowest salary given him
   D. have to work harder for the boss

2. Before a job interview, you can learn the salary ranges typical for your job by the following methods except ____.

A. asking trusted friends and colleagues in other organizations

B. consulting your past bosses

C. reading articles in professional association magazines and salary surveys

D. telephoning the company directly

3. Which of the following methods you should avoid when being interviewed for a new job?

A. Delaying salary discussion.

B. Mentioning your current salary directly.

C. Considering salary in the context of the other benefits

D. Negotiating your salary with vigor.

4. The main idea of the passage is ____.

A. how to negotiate effectively when being interviewed for a new job.

B. One should accept the first offer given by the prospective employer

C. It is not suitable to negotiate salary and other benefits during the interview

D. How to negotiate for more benefits instead of asking for a high salary.

III. Cloze

Most worthwhile careers require some kind of specialized training. Ideally, therefore, the choice of an __1__ should be made even before choice of a curriculum in high school. Actually, __2__, most people make several job choices during their working lives, __3__ because of economic and industrial changes and partly to improve __4__ position. The "one perfect job" does not exist. Young people should __5__ enter into a broad flexible training program that will __6__ them for a field of work rather than for a single __7__.

Unfortunately many young people have to make career plans __8__ benefit of help from a competent vocational counselor or psychologist. Knowing __9__ about the occupational world, or themselves for that matter, they choose their lifework on a hit - or - miss __10__. Some drift from job to job. Others __11__ to work in which they are unhappy and for which they are not fitted.

One common mistake is choosing an occupation for __12__ real or imagined prestige. Too many high - school students - or their parents for them - choose the professional field, __13__ both the relatively small proportion of workers in the professions and the extremely high educational and personal __14__. The imagined or real prestige of a profession or a White - collar job is __15__ good reason for choosing it as life's work. __16__, these occupations are not always well paid. Since a large proportion of jobs are in mechanical and manual work, the __17__ of young people should give serious __18__ to these fields.

Before making an occupational choice, a person should have a general idea of what he wants __19__ life and how hard he is willing to work to get it. Some people desire social prestige, others intellectual satisfaction. Some want security; others are willing to take __20__ for financial gain. Each occupational choice has its demands as well as its rewards.

1. A. identification B. entertainment C. accommodation D. occupation

2. A. however B. therefore C. though D. thereby