A COURSE OF COLLEGE ENGLISH

大学英语教程

（阅读 I）

潘怡 王颂 主编

东北师范大学出版社

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（阅　　读）

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DAXUE YINGYU JIAOCHEHG
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I

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《大学英语教程》编委会

前　言

《大学英语教程》根据国家教育委员会审定批准的《大学英语教学大纲》和大学英语四、六级标准考试设计组制订的《考试大纲》编写而成，现包括《阅读Ⅰ—Ⅲ》、《语法精讲与实践》、《测试指导与模拟试题》三种教程，共五个分册。这三种教程根据各自的特点自成体系，但又相互配合，并与《大学英语》精读、听力教程相结合，形成整体。

本《教程》注重英语语言基础的教学和运用英语进行交际的能力的培养，还对学生应试能力的提高给予了充分的重视。因此，这套教材适用于各类高等院校的学生以及其他具有同等程度的英语学习者。

本《教程》选材均源于近年出版的国内外权威性著述，阅读教程则全部用原文材料，但略有删改。选材力求题材广泛、内容丰富有趣，并且具有较强的知识性和思想性。

《阅读Ⅰ—Ⅲ》每册分泛读与快读两个部分。泛读部分为十个单元，每个单元由文章（三篇）、注释和阅读理解习题组成。每五单元配有一套综合词汇练习，以便使读者在提高阅读能力的同时进一步扩大词汇量。快读部分包括十篇短文，供读者练习快速阅读使用。

《语法精讲与实践》共分三篇三十讲，每讲又分若干小节。每节都冠以具有针对性的正误句，并通过典型例子对有关语法要点进行简明扼要的讲解。各讲均附有大量有针对性的练习，每篇及全书还附有成套的综合练习，书后附有索引，以便于阅读查考。本语法教程的编写充分体现了“精讲多练”的原则；内容的筛选与编排既考虑到英语语法的系统性，又照顾到适用性；既有知识性，又有实践性。

《测试指导与模拟试题》分大学英语四级及类似标准化英语考试的应试指导与模拟试题两大部分。指导部分包括应试听力、阅读理解、词语用法与语法结构、综合填空、短文写作各个单项的指导及各种行之有效的答题技巧。模拟部分共有十五套模拟试题。模拟试题按照国家标准统考样题的模式精心编写而成，具有较强的适用性与针对性。听力部分的有声材料均由外籍专家录制。

《大学英语教程》《阅读Ⅰ—Ⅲ》和《语法精讲与实践》供一—三级使用，《测试指导与模拟试题》可供培养学生综合应用语言的能力与应试能力使用。为方便读者自学，各分册均配有参考答案。

本教程在编写过程中得到了有关各方面的大力支持，在此谨向他们致以衷心的感谢。

本书为阅读Ⅰ。全书经吉林工业大学美国专家珍妮·约瑟琳女士审阅。借此机会，我们向她表示诚挚的谢意。除主编外，参加本册编写工作的还有张建威、张伟、由丽君。

限于编者的水平与经验，教程中疏漏与不足之处在所难免，恳望读者与同仁批评指正。

编　者

1990年2月

序

《大学英语教程》包括《阅读Ⅰ—Ⅲ》、《语法精讲与实践》和《测试指导与模拟试题》，在深入贯彻《大学英语教学大纲》的新形势下与读者见面了。这是吉林省大学外语教学改革的一项新成果，值得我们庆贺。

大学英语教学的主要目的是通过大量的阅读实践，去培养学生准确而迅速地获取信息的能力。这种能力具体表现在学生能够掌握所读材料的中心思想和大意；能够理解、记忆或回忆文章中明确记载的事实；能够运用直觉、经验或推理去寻找文章中隐含的意义；能够把阅读材料与读者本人的知识和价值观作比较，甚至产生感情上或其他方面的共鸣。我们要培养学生具有这种阅读理解能力，就必须选择一套易读性较好的阅读材料。易读性取决于很多因素。例如，文章中句子的平均长度，生词量的多少，语言结构的复杂程度，题材的趣味性以及体裁的实用性，等等。

刘龙根、严福俊同志主编的《大学英语教程》是一套易读性较好的阅读材料。该教程全部材料均选自英、美原文书刊，并在编写体例的设计、材料的筛选以及内容的编排等方面都体现了科学性、系统性和实用性的原则。

阅读理解还涉及到对语法掌握的熟练程度，而《大学英语教程》对语法则强调精讲多练，并通过正误句的比较揭示句子结构的规律，使学生容易熟练地掌握英语语法，从而达到顺利地阅读的目的，这是该教程的一大特色。

语言水平的提高主要靠平时教学中对语言技能的培养，而不是靠"题海战术"。教程编者所设计的"测试指导与模拟试题"，目的在于培养学生的应试能力。把测试指导纳入正常的教学计划之内，

加强练习，作为考查学生是否达到大学英语四级考试大纲所规定的各项语言技能的目标，是有益的。

综观全书，《大学英语教程》与高等学校试用教材《大学英语》精读、听力教程配套，互为补充，形成一个整体，对提高大学英语教学质量必将产生积极的影响，并且对正在修读大学英语的学生肯定也会有帮助的。

卓如飞

1990年2月28日于吉林大学

Contents

Extensive Reading

Fast Reading

Unit 1

Lesson One

Mysteries of the Sea

1 The sea is the largest unknown part of our world. It covers seventy-one percent of the earth. There is still much to be discovered about ths vast blanket of water.[1]

2 Luckily, no single nation has the task of learning all we need to know about the ocean. [2] The world sea is owned by no one; it surrounds the earth and belongs to us all. Scientists in many different countries are working to explain its mysteries.

3 Some are studying ways of bringing the ocean's huge supply of water to the deserts of the world. Others hope to control the weather by learning more about the exchange of heat and moisture between the ocean and the air. Others are studying the ways in which sound travels and is affected by water and heat. What happens when sea water touches different elements is another subject of study. These are just a few of the questions to which oceanographers are devoting their energies.[3]

4 One of the most interesting projects in oceanography is the work of mapping the ocean floor. Only a

very small part of it has been mapped. This was not important when only surface ships sailed the world's oceans. But it can mean the difference between life and death to men in submarines.[4]

5 Long ago there was only one way to find out how deep the ocean was. A seaman could throw a weighted rope over the side of his ship. Then he pulled the rope up after it had reached the bottom. But this was not a very exact way of measuring.

6 In the twentieth century a better way was found. Sound was used to measure the ocean. An American Navy ship sailed into a narrow strip of water to conduct an experiment. Seamen dropped a number of devices that would burst with a loud noise when they hit the bottom. And a little instrument that had been invented measured the time it took for the sound to reach the ship. [5] This has helped oceanographers map the ocean floor.

7 Underwater photography is also important in mapping parts of the ocean floor. With the new methods that have been perfected, cameras can take pictures of the underwater valleys, even in color.

8 If the waters of the ocean could be moved away, the sea floor with its wide valleys, uneven mountains and submarine rivers would be an unbelievable sight. Around the edges of the continents the ocean floor is flat and the water does not become much deeper for about thirty miles. Where there are high young mountains along the coast, this flat part may be much less than thirty miles. But where rivers flow into the sea, the flat area may

extend for hundreds of miles.

9 The region near the continents, where the water is not so deep, is the place where the ocean's greatest riches in marine life are found. Below these living creatures and plants are the largest known quantities of minerals.

10 At the end of the flat part the sea floor suddenly drops down, forming deep hollows which are shaped like bowls. These huge hollows hold most of the world's water.

11 Imagine, if you can, a moutain chain stretching 40,000 miles around the earth. It is hard to believe that this great underwater chain of mountains encircling the earth was discovered only a few years ago.

12 In 1964 huge valleys that cut into the ocean floor were mapped for the first time. Near the Scripps Institution of Oceanography in California, [6] Jacques Yves Cousteau went down to study these underwater valleys. By examining the colors and shapes of the walls of such valleys scientists hope to discover how they were made.

From "A Reading Spectrum"
Approximately 610 Words

Notes

1. …vast blanket of water: 辽阔的水域
2. Luckily, no single nation has the task of learning all we need to know about the ocean.
   幸好，认识我们需要了解的有关海洋方面的情况绝非一个国家的任务。
3. These are just a few of the questions to which oceanographers are devoting their energies.

这些仅仅是海洋学家们正在集中全力要解决的几个问题。

4. But it can mean the difference between life and death to men in submarines.

对潜艇中的人来说，这是一个生死攸关的问题。

5. And a little instrument that…… for the sound to reach the ship.

人们发明了一种小仪器，用来测量声音到达船时所需要的时间。

6. the Scripps Institution of Oceanography in California: 加州斯克利浦斯海洋学院

Reading Comprehension

I. Multiple Choice

1. The world sea surrounds the earth and covers_____.
   A. thirty percent of it
   B. a quarter of it
   C. half of it
   D. almost three quarters of it
2. Oceanographers who have made maps of the ocean floors have mapped_____.
   A. only a small part of it
   B. almost half of it
   C. seventy-one percent of it
   D. alomst one-third of it
3. In the twentieth century_____.
   A. a weighted rope was used to measure the ocean
   B. people began to use sound to measure the ocean
   C. a little instrument was used to measure the ocean
   D. under water photography was used to measure the ocean
4. The ocean's greatest riches in marine life can be found _____.

A. in the huge hollows at the end of the flat part

B. around a mountain chain under the water

C. in the region near the continents where the water is not very deep

D. in a huge valley that cuts into the ocean floor

5. The ocean floor is flat_____.

A. in the middle of the ocean

B. around the edges of the continents

C. about thirty miles off each coast

D. about hundreds of miles off the coast

II. True or False

1. Scientists in different countries are studying the sea, which belongs to only one country.
2. Long ago the only way to know the depth of the sea was the use of a weighted rope.
3. Underwater photography was found to be a better way to map the ocean floor in the 20th century.
4. There are not any mountains under the sea.
5. Where rivers flow into the sea, the ocean floor is flat and stretches hundreds of miles.

Lesson Two

Learning by Doing

1 In the United States a university professor is granted [1] a few months of freedom from his duties approximately every seventh year for travel or advanced study. This period of freedom from teaching is called a "sabbatical leave".[2] Its purpose is to give the professor experiences which will make him a wiser person and a better teacher when he returns to his university.

2 Few sabbatical leaves are interesting enough to be described in national newspapers and magazines. Recently, however, there was an exception. The public learned how Dr. John R. Coleman, president of Haverford College, had spent his sabbatical leave.

3 At the age of 51 Dr. Coleman was determined to escape from university life for a few months and to get a variety of experiences in the world of work. He especially wanted to learn about people. People who do hard physical labor were particularly interesting to him.

4 "I wanted to get away from the world of words [3] and politics and parties—the things a president does," Dr. Coleman later explained to reporters. "As a college president you begin to take yourself very seriously [4] and to think you have power you don't. You forget things about people. I wanted to relearn things I'd