

College English Reading Series

大学英语系列阅读

第一册

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前 言

本系列丛书是根据最新修订的《大学英语教学大纲（修订本）》的指导思想和教学要求编写的，旨在帮助学生丰富语言知识，提高英语阅读能力，可用作大学英语基础教学阶段的课外阅读教材。

阅读是掌握语言知识、打好语言基础、获取所需信息的重要渠道，是全面提高听、说、写、译等能力的基础。同时，阅读能力也是大部分大学生今后工作所需的主要语言技能。从语言学习的规律来看，英语应用能力的提高是建立在大量的语言输入，尤其是大量阅读的基础上的。因此，在大学英语学习阶段，应始终注意阅读能力的培养和提高。《大学英语教学大纲（修订本）》明确指出大学英语的教学目的是“培养学生具有较强的阅读能力和一定的听、说、写、译能力”。可见，在对大学生英语能力的要求方面，阅读属于第一层次的要求，所谓较强的阅读能力，主要包括阅读速度和阅读理解两个方面。《大学英语教学大纲（修订本）》对于大学英语基础阶段的阅读能力有如下基本要求：“能顺利阅读语言难度中等的一般性题材的文章，掌握中心大意以及说明中心大意的事实和细节，并能进行一定的分析、推理和判断，领会作者的观点和态度，阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时，能掌握中心大意，抓住主要事实和有关细节，阅读速度达到每分钟 100 词。”要达到这一要求，必须通过大量的阅读实践。本书为读者提供了较为丰富的实践材料，使读者通过大量的阅读训练，全面提高阅读能力，并通过阅读逐步扩大词汇量。

全套书共分 4 册，每册 15 个单元。每个单元共 5 篇文章，其中四篇为阅读理解文，1 篇为阅读与背诵文。第一册文字相对简单，难度与大学英语一级要求相当，主要让读者掌握如何快速阅读文章，找出文章大意及相关信息。第二册

难度加大，帮助读者从获取文章要点过渡到理解文章含义。第三册文章均有一定深度，帮助读者积极思维，读懂字里行间的意义，并根据文章内容作出正确推理和判断。第四册加强综合技能的训练，全面提高和检测读者的阅读理解能力。

在选材方面，本书既注重知识性，又兼顾了趣味性。所选文章符合新修订大纲对各级阅读的要求，力求内容新颖、题材广泛、体裁多样，涉及社会、文化、政治、经济、历史、地理、人物传记、体育运动、现代科技、风土人情、自然环境、卫生与健康等诸方面。

除“阅读与背诵”文外，每篇文章均配有练习题，其中客观题为多项选择和正误判断，主观题则以大学英语四、六级考试所要求的简答题和翻译题为主。

为了在提高学生阅读能力的同时扩大其词汇量，本书在每篇文章的阅读练习后均附有单词表，以供参考和记忆。为方便查阅，在各册最后列有总词汇表。单词表按新修订大纲要求列出，超过四级的词汇用“▲”标出，并注有音标、词性、中文义项和常用固定搭配。此外，本书还在 Useful Structures 条目下列出了文章中出现的好句型和句子结构。

每个单元所配的“阅读与背诵”文选均为优秀范文，有小品文精粹，也有经典佳作、名人演说。阅读与背诵这些文章不仅有助于读者学习到一些英语语言的精华，提高英语文化素养，同时也对语感的培养和写作能力的提高大有裨益。

本书语言地道规范，文章短小精悍，难度由浅入深。读者每天花少量时间阅读 1 篇，长期坚持，必将使其英语阅读水平实现质的飞跃。

由于时间仓促，编者水平有限，书中不妥之处在所难免。望广大读者批评指正。

编 者

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Unit One

Part A Comprehension Passages

1 Successful Language Learners

Some people seem to have a skill for learning languages. They can pick up new vocabulary, master rules of grammar, and learn to write in a new language more quickly than others. They do not seem to be any more intelligent than others, so what makes language learning so much easier for them? Perhaps if we take a close look at these successful language learners we may discover a few of the techniques which make language learning easier for them.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again.

Successful language learning is active learning. Therefore, good learners do not wait for a chance to use the language and they ask those people who speak it to correct them when they make a mistake. They will try anything to communicate. They are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. They want to communicate with these people and to learn from them. They find it easy to practice using the language regularly because they want to learn with it.

What kind of language learner are you? If you are a successful language learner, you have probably been learning independently, actively, and purposefully. On the other hand, if your language learning has been less than successful, you might do well to try some of the techniques outlined above.

1. Why is language learning easier for some people than for others?
 - A) They learn grammar more quickly.
 - B) They learn with special techniques.

- C) They have good teachers and good books.
D) They are more intelligent than others.
2. Successful language learners _____.
A) are independent of grammatical rules
B) have their own patterns and rules
C) discover their own way to learn
D) go to the teacher instead of waiting for the teacher to explain
3. If you want to use the language and correct your mistakes, the best way is _____.
A) to communicate with the people who speak the language
B) to make more mistakes and try again
C) to accept inexact information
D) to try some techniques
4. Why do successful language learners find it easy to practice using the language regularly ?
A) They find it easy to communicate.
B) They only look for incomplete information.
C) They know the rules and meanings of words.
D) They are interested in the language and want to use it.
5. How do good language learners learn languages ?
-

Words & Expressions

successful [sək'sesful] <i>a.</i>	成功的
intelligent [in'telidʒənt] <i>a.</i>	聪明的;明智的
vocabulary [və'kæbjuləri] <i>n.</i>	词汇;词汇量;词汇表
independent [ˌɪndi'pendənt] <i>a.</i>	独立的,自主的
conclusion [kən'klu:ʒən] <i>n.</i>	结论;推论;结尾
clue [klu:] <i>n.</i>	线索;提示
communicate [kə'mju:nikeit] <i>v.</i>	交际;交流;通讯
communication [kə'mju:nɪ'keɪʃən] <i>n.</i>	交际;交通;通讯(系统)
outline ['aʊtlaɪn] <i>vt.</i>	概述;概括
<i>n.</i>	提纲;概要
technique [tek'ni:k] <i>n.</i>	技术;技巧
take a close look at	仔细看,仔细观察

Useful Structures

1. It is more important for sb. to learn... than to know... : 对某人来说,学会……

比知道……更重要。

2. (On one hand, ...) On the other hand, ... : (一方面……,) 另一方面……

2 Time For Study

There is no way to learn the material for college courses without spending time and effort in studying. In college, a certain number of hours of hard work are required. But you can make better use of that time through some common sense tips.

A Time Budgeting Plan

Consider some practical suggestions for the arrangement of your study schedule. In other words, you need a plan to budget your time. It will pay big profits if you will set aside a few minutes or an hour each day to review the material covered in the class periods of the day. Remember that you may forget a large part within twenty-four hours after you hear or read it for the first time. So try to find a time after classes. You can review what was covered in each of the day's classes before it has had time to slip out of your mind. As a result, your memory will be improved greatly.

This plan is common sense. It is clearly easier to review something familiar and fix it firmly in your mind than to learn material you have forgotten again. So find a few minutes to review today's work before you go on to tomorrow's. These few minutes of review soon after your classes may well give you more learning and more memory for less time and less effort than any other study time you spend.

A Regular Time for Study

Set aside a regular time for your study. If you can possibly arrange it, it is a good policy to study at the same time each day. Doing this will help avoid the problem of needing to study the lesson in a hurry or letting the time slip by so that it doesn't get done. All of us have done this. We planned to do something, but we did not get started until it was too late. So have a routine of studying at a certain time each day, and never schedule anything else for that time. Then you will have the best possible chance to avoid missing your study due to poor use of time.

1. What is the key factor for better learning ?

A) Spending some time.

B) Setting aside a regular time.

- C) Better arrangement of your study time.
D) Making a study schedule.
2. According to this passage, how to get a more effective study result ?
A) Spending time and effort in studying.
B) A few minutes or an hour of review after classes.
C) Studying materials as much as possible.
D) Only studying your own courses.
3. All the following statements are true except _____.
A) it's necessary for a college student to make better use of his working hours
B) it is not a good way to study without a time schedule
C) without review, all you've studied will slip out of your mind
D) poor use of study time may have a bad effect on your study
4. The word "tips" in Paragraph 1 probably means _____.
A) small sum of money given to somebody
B) small but useful pieces of practical advice
C) special pieces of information
D) pointed ends of something
5. Which of the following statements best covers the suggestions given for study ?
A) You must be willing to spend time and effort studying.
B) You should need a regular plan for study.
C) You need a plan and regular time for study.
D) You should review your lessons.

Words & Expressions

arrangement [ə'reɪndʒmənt] *n.*

安排; 整理

schedule [ˈskedʒul, ˈʃedju:l] *n.*

时间表; 日程安排表; (*vt.*) 安排, 排定

budget [ˈbʌdʒɪt] *vt. & n.*

安排; 预算

profit [ˈprɒfɪt] *n.*

得益; 益处; (*pl.*) 利润; 收益

policy [ˈpɒlisi] *n.*

政策; 策略; 保险单

avoid [əˈvɔɪd] *vt.*

避免; 避开

routine [ruːˈti:n] *n.*

例行公事; 日常工作; 常规

slip [slɪp] *vi.*

溜走; 滑行; 滑倒

make use of

利用

common sense

常识

in other words

换句话说

may (might) well

很可能

set aside

留出; 拨出

due to

由于; 因为

3 Home

Home has been very important to people ever since they started to live in caves and paint pictures on the walls. They have always needed two main things from home. First, and most important, they have needed protection from danger. Secondly, they have wanted comfort as far as possible.

In ancient times, safety was the really important thing. Every little settlement had a wall and every lord lived in a castle. In England, castle-building reached its high point 800 years ago. Before that, castle walls had been made of wood, but at this time castles were built or rebuilt with stone.

By three or four centuries ago, however, life had slowly become safer, so self-protection had become less important. When towns outgrew their old walls, the people did not usually build new ones. Instead, merchants and other richer townspeople spent more money on bigger, more comfortable homes. At the same time many castle owners were starting to move out of their cold, uncomfortable towers and into big and very comfortable country houses. Comfort in the home used to be just for the rich and the powerful, but it has been spreading more widely in recent years. Today it has become available to nearly everybody in the richer countries. However, the world will soon have to answer the following question: can the mass of people in poorer countries ever have that sort of comfort, or even that sort of safety? In too many places they do not yet have enough of the most basic thing of all, food.

1. What are the two main things people have needed from home?

2. What was the really important thing in ancient times?

3. How did the lifestyles of the strongest people in society change several centuries ago?
 - A) Self-protection was still the most important.
 - B) When towns outgrew their old walls, the people usually built new ones.
 - C) They lived in towers.
 - D) Castle owners were starting to move out of towers into country houses.
4. According to the passage, which of the following is NOT true?
 - A) Comfort in the home used to be for all the people.
 - B) In ancient times, every lord lived in a castle.

- C) In England, castle-building reached its high point 800 years ago.
 D) Comfort in the home has been spreading more widely in recent years.
5. How has home life changed for many ordinary people in rich countries ?
 A) Comfort can only be for the rich.
 B) Safety has become a problem.
 C) Comfort has become available to nearly everyone.
 D) There is no comfort at all.

Words & Expressions

protect [prə'tekt] <i>vt.</i>	保护
protection [prə'tekʃən] <i>n.</i>	保护; 保护物
settle ['setl] <i>v.</i>	(使)定居; (使)居住; 解决
settlement ['setlmənt] <i>n.</i>	拓居地; 村落
▲castle ['kɑ:sl] <i>n.</i>	城堡
▲outgrow [aut'grəu] <i>vt.</i>	长(或发展)得超过(某事物)的作用范围; 长得比……快
lord [lɔ:d] <i>n.</i>	贵族; 领主
merchant ['mɜ:tʃənt] <i>n.</i>	商人
mass [mæs] <i>n.</i>	大量; 民众, 群众; 质量
available [ə'veiləbl] <i>a.</i>	可获得的; 可利用的(to)
protect... from	保护…… 以免受……
as far as...	1. 指地点: 远至 2. 表程度、范围: 就……而言; 尽……
as far as possible	尽量, 尽力; 尽可能远地

4 An Inquiring Mind

Tommy Dare had an inquiring mind. He liked to find out things for himself. There is nothing wrong in that. On the contrary, it is an excellent way of learning. But Tommy sometimes overdid it, as we shall see in a moment.

He was particularly interested in chemistry and physics, and often carried out experiments at home, much to his mother's annoyance. "If I ever hear a bang or smell a smell, I always know it is Tommy doing one of his experiments," his mother would say. Sometimes when she could bear the smell and noise no longer, she would say, "Tommy, you are not to make those horrible smells indoors. You must do your experiments outdoors."

One day Tommy read an account of how a road was driven through the solid

rock of the Austrian Alps. He noticed that sometimes the engineers had used dynamite to blast their way through, and sometimes they had used blasting powder. He wondered about this. Why had they changed from one to the other? Which was the more effective? Which made the louder explosion? He at once decided to find out for himself.

The very next day he went to a shop and bought some blasting powder to carry out his first experiment. He struck a light and lit the fuse he had made to explode the blasting powder. Tommy did not live to carry out the second experiment.

1. Decide whether the following statements are true (T) or false (F).

- _____ 1) Tommy showed an interest in learning.
- _____ 2) Tommy succeeded in his experiment.
- _____ 3) Tommy is still alive.
- _____ 4) Tommy is dead.
- _____ 5) Tommy had the ability to be aware of something.

2. Tommy Dare's experiment made his mother _____.

- A) a little tired
- B) a little angry
- C) shouting
- D) very excited

2. Where did Tommy Dare do his experiment?

- A) In the lab.
- B) At school.
- C) Outdoors.
- D) Indoors.

3. What can we learn from the passage?

- A) It is no good finding out things for oneself.
- B) Tommy Dare's way of finding out things is worth developing.
- C) Overdoing a thing may lead to bad results.
- D) The experiment of explosion is very terrible.

4. What do you think of Tommy Dare's action?

- A) Funny.
- B) Sad.
- C) Worthwhile.
- D) Pointless.

Words & Expressions

inquire [in'kwaɪə] <i>v.</i>	询问, 打听; 调查(into)
▲overdo [ˌəʊvə'duː] <i>vt.</i>	把……做得过头
horrible ['hɒrəbl] <i>a.</i>	可怕的, 恐怖的
drive [draɪv] <i>vt.</i>	挖(隧道等); 驱赶; 驱动
▲dynamite ['daɪnəmaɪt] <i>n.</i>	甘油炸药
explode [ɪks'pləʊd] <i>v.</i>	(使)爆炸

explosion [iks'pləʊʒən] <i>n.</i>	爆炸
▲fuse [fju:z] <i>n.</i>	导火线; 保险丝
blast [blɑ:st] <i>vt.</i>	炸开, 炸掉
annoyance [ə'noiəns] <i>n.</i>	烦恼; 不悦
bang [bæŋ] <i>n.</i>	(突发的) 巨响, 爆炸声
<i>vi.</i>	发出砰的一声; 猛撞
account [ə'kaunt] <i>n.</i>	叙述, 说明; 帐户
powder ['paudə] <i>n.</i>	粉; 粉末
on the contrary	正相反
carry out	进行; 贯彻, 执行
wonder about	对……疑惑

Useful Structures

1. Much to sb's annoyance... : 使某人十分烦恼的是……

Part B Reading and Reciting

R To Learn With Success

To learn with success is not a very difficult task if some fundamental principles are laid to be its bases. In discussing this subject, four indispensable principles should be mentioned, that is, diligence, devotion, constancy and punctuality.

All things can be conquered by diligence. It makes the foolish wise, the poor rich, and the humble noble.¹ It produces a wonderful effect. In learning, the work of a diligent fool doubles that of a lazy wit.²

Devotion means to set our heart on one thing at a time and give up all other thoughts. Never think of learning another subject while studying one thing. Those who often change their studies³ will never succeed in the long run. Therefore, in order to be successful we need devotion.

Constancy makes success a certainty.⁴ On the other hand, inconstancy often results in failure. If we study day after day, there is nothing that can not be achieved. We should remember a proverb, “Constant dropping of water wears away a stone.”⁵

Besides these, there is another rule helpful to one's accomplishments, that is, punctuality. The habit of keeping a regular time is of extreme importance to successful learning.⁶ Work while work; play while play. Every man will certainly become strong and wise if he does these.

Words & Expressions

fundamental [ˌfʌndə'mentl] <i>a.</i>	基本的, 基础的
principle ['prinsəpl] <i>n.</i>	原则; 原理
indispensable [ˌɪndɪ'spensəbl] <i>a.</i>	必不可少的, 必需的(to)
mention ['menʃən] <i>vt.</i>	提到, 说起
▲diligence ['dɪlɪdʒəns] <i>n.</i>	勤奋, 用功
▲diligent ['dɪlɪdʒənt] <i>a.</i>	勤奋的, 用功的
constant ['kɒnstənt] <i>a.</i>	始终如一的; 不断的, 经常的
constancy ['kɒnstənsi] <i>n.</i>	坚定; 持之以恒, 经久不衰
punctuality [ˌpʌŋktju'æliiti] <i>n.</i>	准时, 严守时刻
conquer ['kɒŋkə] <i>vt.</i>	战胜, 征服
humble ['hʌmbl] <i>a.</i>	谦卑的, 恭顺的
devotion [di'vəʊʃən] <i>n.</i>	专心; 奉献
wit [wɪt] <i>n.</i>	智力, 才智; 富于机智的人才
▲proverb ['prɒvə:b] <i>n.</i>	谚语
▲accomplishment [ə'kɒmplɪʃmənt] <i>n.</i>	(<i>pl.</i>) 成就; 才艺; 造诣
accomplish [ə'kɒmplɪʃ] <i>vt.</i>	完成(任务等); 实现
in the long run	终究, 最后; 从长远的观点看
result in	引起, 导致

Notes

1. It makes the foolish wise, the poor rich, and the humble noble: 勤奋使笨人聪明, 使穷人富有, 使卑贱者高贵。the poor, the humble 前省略了动词 makes。
2. In learning, the work of a diligent fool doubles that of a lazy wit: 一个将勤补拙的人在学习上取得的成就双倍于一个懒惰的聪明人。
3. studies: 这里指研究科目。
4. Constancy makes success a certainty: 持之以恒是成功的保证。
5. Constant dropping of water wears away a stone: 滴水穿石。
6. The habit of keeping a regular time is of extreme importance to successful learning: 守时的习惯对于成功的学习来说极为重要。to be of importance to... : 对于……重要。

Reading Skill I

——Skimming(略读,浏览)

Generally speaking, a comprehension passage needs to be read at least twice. The first time, try to get a general impression of the text. And then the second time, concentrate on specific details(细节).

Skimming is an important skill applied to the first-time reading. This is to look over a passage as quickly as possible to get a general idea of the content and organization before reading in detail. You do not need to read every thing and you do not need to read carefully. Skimming includes:

1. Reading the title if there is any;
2. Reading the first paragraph as it often contains an introduction or overview of what will be talked about;
3. Reading the first, or perhaps the first and the second sentences of each following paragraph to see if you can find the topic or important point. If you can't, read the last part of the paragraph;
4. Reading the last paragraph because it often contains a conclusion or summary.

Why is skimming important? First, it helps you decide whether you need to read a particular part in detail. Second, a careful reading becomes easier and more efficient when you have a mental framework into which you can fit details as you read. So skimming can not only help double your reading speed, but also improve your comprehension as well.

Now skim the following passage and do Exercise A.

The Names of Hurricanes

The first people who gave names to hurricanes(飓风) were those who knew them best —— the people of Puerto Rico. The small island of Puerto Rico is in the West Indies, off the coast of Florida. This is where all the hurricanes begin that strike the east coast of the United States. Often they pass near Puerto Rico or cross it on their way north. The people of Puerto Rico expect some of these unwelcome visitors every year. Each one is named after the saint's day on which it arrives. Two of the most destructive storms were the Santa Ana in 1825 and the San Ciriaco in 1899.

Giving girls' names to hurricanes is a fairly new idea. It all began with a story called "Storm", written by George Stewart in 1941. In it a weatherman amused himself by naming storms after girls he knew. He named one Maria. The story

describes how Maria grew and developed, and how she changed the lives of people when she struck the United States.

Weathermen of the U. S. Army and Navy used the same system during World War II. They were studying weather conditions over the Pacific Ocean. One of their duties was to warn American ships and planes when a storm was coming. Whenever they spotted one, they gave it a girl's name. The first one of the year was given a name beginning with A. The second one got a name beginning with B. They used all the letters from A to W, and still the storms kept coming. They had to use three lists from A to W to have enough names to go around. This was the first list of hurricane names that followed the alphabet(字母表). It served as a model for the system the Weather Bureau introduced in 1952.

Before 1950 the Weather Bureau had no special system for naming hurricanes. When a hurricane was born down in the West Indies, the Weather Bureau simply collected information about it. It reported how fast the storm was moving and where it would go next. Weather reports warned people in the path of the hurricane, so that they could do whatever was necessary to protect themselves.

This system worked out fine as long as weather reports talked about only one hurricane at a time. But one week in September 1950 there were three hurricanes at the same time. Then things began to get confused. Some people got the hurricanes mixed up and didn't know which was which. This convinced the Weather Bureau that it needed code for naming the storms in order to avoid confusion in the future.

In 1951 a conference of weathermen decided to name hurricanes with the letters of the alphabet. For radio messages, each letter was to be sent out as a word, using the army alphabet code: Able, Baker, Charlie, Dog, Easy, and so on. But then they found that some foreign stations had just agreed to use other code words for the letters of the alphabet. So things were mixed up again. The next year the weathermen decided to solve the problem by giving each hurricane a name of its own, in alphabetical order. The first list read: Alice, Barbara, Carol, Dolly, Edna, Florence, Gilda, Hazel, Irene, Jill, Katherine, Lucy, Mabel, Norma, Orpha, Patsy, Queen, Rachel, Susie, Tina, Una, Vicky, and Wallis.

Some women become angry because hurricanes are given their names. They sometimes complain to the Weather Bureau. But many other women are proud to see their names make headlines of the newspapers and radio reports. They don't even care that they are the names of destructive storms. Because more women seem to like it than dislike it, the Weather Bureau had decided to continue using girl's names for hurricanes. In some ways a hurricane is like a person. After it is born, it grows and develops, then becomes old and dies. Each hurricane has a character of its own. Each follows its own path through the world, and people re-