

大学英语学习丛书

大学英语阅读理解与翻译IV级

主编 李跃平 裴光兰 杨廷君

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主 编 李跃平 裴光兰 杨廷君
副主编 贾智勇 龙仕文 杜 平
编 者 (以姓氏笔画为序)
谢 芬 吴红梅 覃坚庭

前 言

本书是根据全国《大学英语教学大纲》的教学和考试要求而编写的。

《大学英语》是高等学校课程中最主要的课程之一。人们常说：“写作常常是从阅读那儿学来的”；也有人说：“听力常常是从阅读那儿学来的”。在《大学英语》的各级考试中，阅读理解所占的比例分量都是最大的；因此《大学英语》这门课程的学习能否成功，阅读理解起着至关重要的作用。

为了加强学生的阅读理解能力的培养，增加学生的阅读量，扩大学生的知识面；同时，按照《大学英语》各级考试题中的题型要求进行阅读理解练习、阅读理解简短回答练习、阅读理解翻译练习，做到既打好基础又进行适应性训练，我们根据教学的实际情况和要求特地编写了这本《大学英语阅读理解与翻译（Ⅳ级）》一书，供大学本科第四学期学习、使用。

本书中所选的九十篇文章均按照《大学英语四级考试大纲》中考试内容的要求设计，每篇文章后有五个问题和两句翻译，每五篇文章编排有一篇文章的简短回答，将大学英语四级考试阅读理解的全部题型包括在内。并列有生词（组）和疑难词（组）表。所选文章具有题材广泛、体裁多样、语言难度适中等特点。全部文章均与大学英语四级考试难度相当或约高于大学英语四级考试的难度。翻译句子既要求考生理解字面的意思，也要求理解上下文的逻辑意义。书后附有阅读理解练习答案、阅读理解翻译练习参考答案、阅读理解简短回答练习答案。

大学英语四级考试新题型对教学与考试都提出了新的要求，只有通过大量的实践练习才能真正掌握一定的英语单词和短语以及相关的阅读技能技巧。愿该书能为参加大学英语四级考试的人员提供有价值、有意义的帮助，这正是编者的初衷。

本书由李跃平、裴光兰、杨廷君同志担任主编，贾智勇、龙仕文、杜平同志担任副主编，参加编写工作的还有（以姓氏笔画为序）：谢芬、吴红梅、覃坚庭等同志。上海外语教育出版社汪义群教授、广西师范大学柏敬泽教授认真审阅了全书，并提出了宝贵的意见，上海外语教育出版社杨自伍老师为该书的付梓付出了辛勤的劳动，在此一并表示衷心的感谢。

由于时间仓促和编者水平的局限，书中恐有不足之处，欢迎使用者提出宝贵的意见。

编者

2001年元月于桂林

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PART ONE

Reading Comprehension and Translation

1 The First Atomic Bomb

Before 1945 , hardly anyone outside of New Mexico had ever heard of Alamogordo. In 1960 its population numbered 21 723. Ever since 1898 , when the town had been built by the Southern Pacific Railroad , Alamogordo had been a lonely town. The land around it was largely desert , and largely empty.

Because it was isolated and because the weather was almost always clear and peaceful , a spot of desert near Alamogordo was chosen as the test site for the first atomic bomb ever exploded. The secret name of the test was Zero.

At dawn on July 16 , 1945 , the atomic bomb was set off. Observers agreed that they had witnessed something unlike anything ever seen by men before : a huge , colorful fireball , more brilliant than the sun , flashing as it rose for miles into the air. Never before had men released so much power at one time , nor had any nation ever possessed a weapon as terrible and destructive as the atomic bomb.

For several weeks , the test was kept secret. When an atomic bomb was dropped from an American plane on Hiroshima , Japan , newspapers and radio stations all over America told of the test of the bomb in New Mexico. Almost everybody was amazed to learn where the bomb had been made and tested ; the deserts of the Southwest had hidden the secret well.

When news of the atomic bomb and its destructiveness was announced , people all over the world wondered what other new weapons were being prepared in the New Mexico desert. Some people doubted that the secret of making atomic bombs could be kept from other countries. Some even doubted the wisdom of using so powerful a weapon. But no one doubted that a new kind of war — and a new kind of world — had begun at Alamogordo , one summer morning in 1945.

Comprehension of the Text

1. What is the main topic of this passage ?
A) The selection of the test site for the first atomic bomb.
B) The destructive force of the first atomic bomb.

- C) A new kind of war.
D) The secret of Alamogordo.
2. Which of the following is the main reason for choosing Alamogordo as the test site ?
A) It was situated in southwestern New Mexico.
B) Its location would hide the secret well.
C) It was connected to other cities by a railway.
D) It always had an enjoyable climate.
3. When was the atomic bomb dropped on Hiroshima ?
A) Several weeks after the test.
B) Immediately after the test.
C) At dawn on July 16 , 1945.
D) As soon as the secret was revealed.
4. After the first atomic bomb explosion , everybody agreed that _____.
A) it was not possible to keep the technology of making atomic bombs secret
B) it was not wise to use such a powerful weapon
C) man had entered the age of nuclear warfare
D) it was wise to choose Alamogordo as the test site
5. The tone of this passage is one of _____.
A) fear
B) encouragement
C) satisfaction
D) anxiety

Translation

1. (Para. 3)

Never before had men released so much power at one time , nor had any nation ever possessed a weapon as terrible and destructive as the atomic bomb.

2. (Para. 5)

Some people doubted that the secret of making atomic bombs could be kept from other countries. Some even doubted the wisdom of using so powerful a weapon.

New Words and Expressions

Alamogordo	阿拉墨戈多(美国)	to isolate	孤立 , 隔离
test site	试验场	to explode	爆炸
to witness	目击	brilliant	明亮

2 What Has Tobacco Brought to the U.S.?

For years, the Tobacco Institute has tried unsuccessfully to refute the charge by health experts that cigarettes smoking can be dangerous to your health. Now the Institute has taken a new tack. In an advertising campaign last fall, the industry trade association ignored health questions and stressed that not smoking could be dangerous to local economy. "Tobacco means \$1,193,000,000 to Virginia," trumpeted one ad. "Virginia tobacco helps pave Virginia roads, build Virginia parks and support Virginia social programs. Tobacco means 90,000 Virginia jobs." The message was repeated with the appropriate dollar figures in six other tobacco states.

The statistics are based on a study by the University of Pennsylvania's Wharton School, which calculates that, overall, the U.S. tobacco industry generates \$30 billion in wages and earnings, \$15.5 billion in capital investment and \$22 billion in tax revenue each year. "If you look at the economic contribution tobacco makes to America," says Edward Horrigan, Jr., Chairman of R.J. Reynolds Tobacco Co. "There's no reason for us to be ashamed of the business we are in."

The American Cancer Society disagrees. While Virginia is collecting its \$1.2 billion in tobacco revenue this year, the society said, 2,900 of its citizens will be victims of lung cancer. Thousands more, the society could add, will be victims of other diseases strongly associated with smoking. And the U.S. Surgeon General estimates the direct dollar costs of treating smoking-related illnesses nationally at more than \$13 billion a year — not to mention another \$25 billion in lost wages and productivity.

Comprehension of the Text

1. On what ground did the Tobacco Institute dispute with health experts?
 - A) The Tobacco Institute was unwilling to pay more tax.
 - B) The Tobacco Institute argued that cigarette smoking can't be dangerous to your health.
 - C) The Tobacco Institute argued that cigarette smoking can be dangerous to your health.

- D) The Tobacco Institute contended that much of the government's revenue comes from tobacco tax.
2. "Tobacco means \$1,193,000,000 to Virginia," — that is to say _____.
- A) Virginia will produce \$1,193,000,000 worth of tobacco
 B) Tobacco is worth \$1,193,000,000 in Virginia
 C) Virginia will collect \$1,193,000,000 in tobacco revenue
 D) There is a heavy tax on tobacco in Virginia
3. Which organization pays attention to the health warning?
- A) The industry trade association.
 B) The American Cancer Society.
 C) R.J. Reynolds Tobacco Co.
 D) The Tobacco Institute.
4. The U.S. Government's annual tobacco revenue is _____.
- A) \$1.2 billion
 B) \$30 billion
 C) \$1,193,000,000
 D) \$22 billion
5. Why does Edward Horrigan, Jr. say, "There's no reason for us to be ashamed of the business we are in?"
- A) Because he thinks that tobacco makes a great contribution to American economy.
 B) Because he thinks that tobacco is not harmful to people's health.
 C) Because he thinks that tobacco does much damage to the American economy.
 D) Because he thinks that tobacco can be dangerous to the American people.

Translation

1. (Para. 1)

For years, the Tobacco Institute has tried unsuccessfully to refute the charge by health experts that cigarettes smoking can be dangerous to your health.

2. (Para. 3)

Thousands more, the society could add, will be victims of other diseases strongly associated with smoking.

New Words and Expressions

to refute

反驳

tack

行动步骤

to trumpet
to generate
society

鼓吹
产生 ,提供
协会

statistics
we are in
to dispute

统计
我们所从事的
反驳

3 What Are They Worrying about?

They are among the 250,000 people under the age of 25 who are out of work in the Netherlands, a group that counts for 40 percent of the nation's unemployed. A storm of anger boils up at the government-sponsored youth center, even among those who are continuing their studies.

“ We study for jobs that don't exist ,” Nicollet Steggerda ,23 ,said.

After three decades of prosperity ,unemployment among 10 member nations of the European Community has exceeded 11 percent , affecting a total of 12.3 million people ,and the number is climbing.

The bitter disappointment long expressed by British youths is spreading across the Continent. The title of a rock song “ No Future ” can now be seen written on the brick walls of closed factories in Belgium and France.

Recent surveys have found that the increasing argument in the last few years over the deployment in Europe of the North Atlantic Treaty Organization missiles and the possibility of nuclear war have clouded European youths' confidence in the future.

One form of protest tends to put the responsibility for a country's economic troubles on the large numbers of “ guest workers ” from Third World nations , people welcomed in Western Europe in the years of prosperity.

Young Europeans ,brought up in an extended period of economic success and general stability ,seem to resemble Americans more than they do their own parents. Material enjoyment has given them a sense of expectation ,even the right to a standard of living that they see around them.

“ And so we pass the days at the discos ,or meet people at the cafe ,and sit and stare ,” said Isabelle Gaunt. “ There is usually not much conversation. You look for happiness. Sometimes you even find it. ”

Comprehension of the Text

1. Unemployment in the Netherlands has affected _____.
A) one million people
B) roughly 0.6 million people
C) 250 ,000 people
D) less than half of the population
2. What Nicollete Steggerda said (Para. 2) means that _____.
A) school education is not sufficient
B) what the students learn is more than necessary
C) the students cannot get work after graduation
D) the students' aim in study is not clear
3. British youths _____.
A) are trying to find work on the Continent
B) have been the first to show their disappointment over joblessness
C) are sympathetic with the unemployed on the Continent
D) show their concern for unemployment in France and Belgium
4. The word " prosperity " (in Para. 6) most probably means _____.
A) economic troubles
B) advance in politics
C) achievements in economy
D) political crisis
5. It seems that young Europeans _____.
A) look upon life as their elders do
B) are more like Americans than their elders in their way of thinking
C) look more like Americans than their elders do
D) expect more from Americans than from their elders

Translation

1. (Para. 6)

One form of protest tends to put the responsibility for a country's economic troubles on the large numbers of " guest workers " from Third World nations , people welcomed in Western Europe in the years of prosperity.

2. (Para. 7)

Material enjoyment has given them a sense of expectation , even the right to a standard of living that they see around them.

New Words and Expressions

to boil	激动	government-sponsored	政府资助的
to climb	上升	survey	调查
deployment	部署	to cloud	使黯然
missile	导弹	prosperity	富裕
stability	稳定, 巩固		

4 The Blind Infants

A special research team organized and sent off from the local medical center performed experiments on completely blind infants. The test sample included twenty completely blind infants, who lived at home with their mothers or their families. The research workers would visit the infants and closely observe the developments of their sense and behavior every two weeks.

In most cases, the research workers tested the response of the blind infant to different stimuli common in family environment. Generally speaking, a normal baby would react with smiles and laughter to tickling, to the voice of a relative, and to hugging from his family. His reactions were swift and fleet. Nevertheless, most of the blind infants, according to the experiments, responded to stimuli impassively. In fact they were apathetic and indifferent to any sound, but under some special circumstances, some of them were able to react to the sound of their mothers with a smile. Usually, their response was very slow and phlegmatic.

The tests were conducted over a nine-month period, and they began when the blind infants were one month old and ended when they were ten months old.

Comprehension of the Text

1. According to this passage the blind infants _____.
A) were taken to live with the research workers

- B) live at home with their mothers
 - C) were tested at the medical center
 - D) were members of large families
2. The responses of the blind infants to the stimuli _____.
- A) were the same as normal infants
 - B) were different at first but later the same as normal infants
 - C) were slower than normal infants
 - D) were swift and speedy
3. The following statements are not true EXCEPT that _____.
- A) a normal baby responded to stimuli impassively
 - B) a normal baby's reaction to the sound was phlegmatic
 - C) a group of nurses took care of the blind infants at the medical centers
 - D) some of the blind infants were able to respond to their mother's voice
4. How were the experiments conducted ?
- A) The scientists tested them in the medical center.
 - B) The blind infants were visited by research workers every two weeks.
 - C) The blind infants were made to compare with the normal infants.
 - D) Their mothers were invited to tickle them.
5. According to the passage , the blind infants _____.
- A) reacted with smiles to hugging from their mothers
 - B) were tested for almost a year
 - C) generally didn't react to the sound
 - D) were happy to their families

Translation

1. (Para. 1)
 The research workers would visit the infants and closely observe the developments of their sense and behavior every two weeks.

2. (Para. 2)
 In fact they were apathetic and indifferent to any sound , but under some special circumstances , some of them were able to react to the sound of their mothers with a smile.

New Words and Expressions

to hug 紧抱 to tickle 呵.....痒

swift
apathetic

迅速的
冷淡的

fleet
phlegmatic

飞逝, 消逝
迟钝的

5 It's Time to Say "No!"

“ It hurts me more than you. ” and “ This is for your own good. ” These are the statements my mother used to make years ago when I had to learn Latin , clean my room , stay home and do homework .

That was before we entered the permissive period in education in which we decided it was all right not to push our children to achieve their best in school. The schools and the educators made it easy on us. They taught that it was all right to be parents who take a let-alone policy. We stopped making our children do homework. We gave them calculators , turned on the television , left the teaching to the teachers and went on vacation .

Now teachers , faced with children who have been developing at their own pace for the past 15 years , are realizing we've made a terrible mistake. One such teacher is Sharom Klompus who says of her students — “ so passive ”— and wonders what happened. Nothing was demanded of them , she believes. Television , says Klompus , contributes to children's passivity. “ We're talking about a generation of kids who've never been hurt or hungry. They have learned somebody will always do it for them. Instead of saying ‘ go and look it up ’ , you tell them the answer. It takes greater energy to say no to a kid. ”

Yes , it does. It takes energy and it takes work. It's time for parents to end their vacation and come back to work. It's time to take the car away , to turn the TV off , to tell them it hurts you more than them but it's for their own good. It's time to start telling them no again .

Questions

1. Children are becoming more inactive in study because _____
_____.
2. To such children as described in the passage , it is easier _____
_____.