

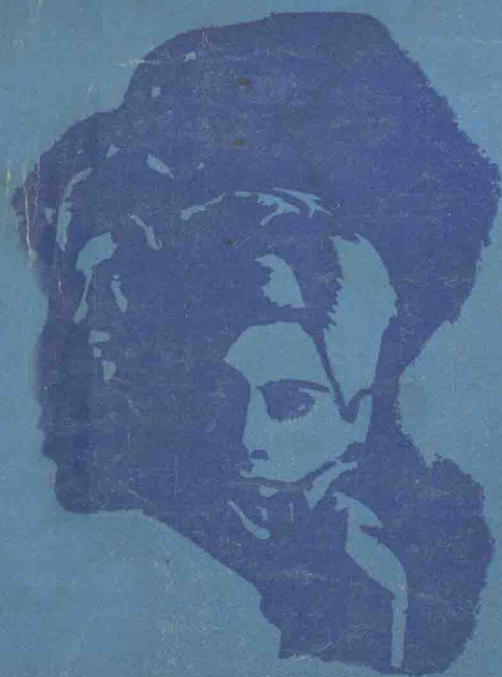
英语学习辅助读物

READING PRACTICE

英语阅读测试练习

BOOK 4

程世禄 主编 华中科技大学出版社



英语学习辅助读物

英语阅读测试练习

(原名《阅读实践》)

Book 4

程世禄 (主编)
龚由志 黄继民



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责任编辑 孙晓萍

华中工学院出版社出版发行

(武昌喻家山)

新华书店湖北发行所经销

华中工学院出版社沔阳印刷厂印刷

开本: 787×1092 1/32 印张: 7.375 字数: 126,000

1987年1月第1版 1987年1月第1次印刷

印数: 1—11,000

ISBN 7—5609—0016—X/H·5

统一书号: 9255—34 定价: 1.10 元

前 言

(Preface)

英语阅读测试练习配合大学基础英语教学，目的在于提高学生的阅读速度和理解能力。

Book Four 供大学二年级（非英语专业）第二学期作快速阅读用。所收入的30篇文章选自1970年以后英、美等国编辑出版的英语书籍。文章浅易，文字优美，富有知识性、资料性、趣味性。30篇文章共有24,772个英语单词（不包括生词注释和练习部分的约13,000个单词），平均每篇文章826个单词。用简单英语注释了330个生词或词组。

每篇文章后包括三个部分。

一、**单词数**：在每篇文章后注出单词数目，以便进行计时阅读，读完后马上就可算出每分钟所读单词数（Words Per Minute/WPM）。把阅读每篇文章的速度记入书后所附的阅读速度表，就可以看出一学期来阅读速度的变化。

二、**生词注释**：用浅易英语注释了部分生词和词组，以期帮助学生克服译成中文后才能理解的恶习，逐步培养用英语思维的能力，从而提高阅读速度。仅注释难、常用、对文章的理解影响较大的生词。凡从上下文容易判断出词义的词或由比较熟悉的词干（stem）派生出来的词或对整篇文章的理解影响不大的词均未选注。

三、**10个选择题**：第1～6题为理解题（Comprehension），

均为间接型问题 (Implied Questions), 文章里无现成答案。第7~10题为词汇题 (Vocabulary)。这项练习主要用来练习同义词、反义词、惯用法等, 目的在于利用上下文判定词义, 掌握词的搭配使用, 扩大词汇量。

在使用本书时, 要求学生在没有预习的情况下, 尽快地阅读一遍后就做选择题, 选择时不能再看原文。本书可以由教师组织在课内阅读, 也可以由学生在课外自己阅读。不论在课内还是在课外, 都要认真记录阅读每篇文章的起止时间, 算出每分钟所读单词数, 并把读每篇文章的速度和理解度记入书后的附表。如果理解度在70%以上, 宜加快阅读速度; 如果理解度在70%以下, 则宜放慢阅读速度。为方便使用, 书后附有练习答案。

本书经过在长沙铁道学院外语系工作的外籍教师 Paula Owens 和 Jean-Paul Mahama 审阅。公共外语教研室的很多老师对本书的选编给予大力支持, 提了许多宝贵意见和建议, 在此向他们表示衷心的感谢。由于选编人员水平有限, 再加上时间仓促, 书中定有不少错误, 恳切希望使用本书的教师和学生提出批评和建议。

谢谢!

编者

1985年4月

Contents

1. Why Don't Girls Think like Boys?	(1)
2. The Perfect Match	(7)
3. Standing Room Only	(14)
4. Soccer, The World Cup	(21)
5. Irish and English	(28)
6. Museums in the Modern World.....	(34)
7. How to Improve Your Study Habits	(41)
8. Hints for Reading Practice.....	(47)
9. Why Read Faster?	(54)
10. Words Can Make You Rich	(62)
11. The Functions of Engineers	(70)
12. Modern Engineering	(77)
13. Where Do Dreams Come from?	(85)
14. Energy Sense Makes Future Sense	(92)
15. Winter Sleep	(99)
16. Tighten Your Belt	(106)
17. Education Out of School.....	(114)
18. Women's Liberation, The Search for Equality.....	(121)
19. The Panama Canal, A Great Engineering Achievement	(128)
20. The Youngest Painter in the World	(135)

21. The American Ideal of a Great Leader.....	(141)
22. Charlie Chaplin	(148)
23. Alfred Nobel—A Man of Contrasts	(155)
24. First Lady of the World	(163)
25. Black Americans.....	(172)
26. Chinese Americans.....	(180)
27. How to Be a Good Conversationalist.....	(189)
28. Learn How to Listen	(197)
29. How Well Do You See?	(206)
30. Writing with a Magic Pen.....	(214)
Key to Multiple Choice Questions	(224)
Words per Minute	(228)
Comprehension.....	(229)

1. Why Don't Girls Think like Boys?

Do you believe that only boys do well in science? Does it seem to you that girls have better vocabularies than boys? In your opinion, are boys better at building things? If your answer to each of those questions is "Yes", you are right, according to an article in *Current Science*. There are exceptions, but here are the facts.

On the average, males ⁽¹⁾ score ⁽²⁾ higher on tests that measure mathematical reasoning, mechanical ability, and problem-solving skills. Females show superior ability in tests measuring vocabulary, spelling, and memory. But these differences will probably not always exist. In the future, a person's abilities may not be determined by sex. As one scientist says, "Nothing is impossible for a person to be or do."

It is known that bones, muscles ⁽³⁾, and nerves ⁽⁴⁾ develop faster in baby girls. Usually, too, baby girls talk at an earlier age than boys do. Scientists think there is a physical reason for this. They believe that the nerve endings in the left side of the brain develop faster in girls than in boys. And it is this side of the

brain that strongly influences an individual's ability to use words, to spell, and to remember things.

By the time they start to school, therefore, little girls have an advantage that boys do not have. Girls are physically more ready to remember facts, to spell, and to read. These, of course, are skills that are important in elementary school.

But what have the boys been doing in the years before starting school? They have been developing something called aggression ⁽⁶⁾. An aggressive person has courage and energy. He feels strong and independent. He is often the first one to start a fight.

What produces aggression in little boys? It has long been assumed ⁽⁶⁾ that aggression is caused by male hormones. Scientists today believe that male hormones are only part of the explanation, however. They say aggressiveness in boys is also caused by mothers. While a mother keeps her daughter close to her, she unconsciously trains her son to move away from her, to develop independence, and to explore his surroundings. She trains him to become aggressive and to be a problem solver.

Consequently, it is easy to understand why little girls often perform school tasks more satisfactorily than boys, especially if the task requires sitting still, obeying commands, and accepting the teacher's ideas. A girl may pass easily through the first few grades.

While boys of her age bring home low marks, the girl may easily get good grades. Girls seem to have "better brains" in school. Why, then do so few girls become great scientists? Why is the most important thinking in adult society done by men?

According to scientists, the answer is aggression. Because boys are aggressive, they refuse to accept other people's solutions; they insist upon solving problems for themselves. Thus, while little girls are getting high marks in school for remembering what the teacher has told them, little boys are learning to think in more independent ways.

In the adult world, the aggressive person is usually the one who gets the big salary⁽⁷⁾, the great responsibility⁽⁸⁾, the powerful job. And since males are trained at an early age to be aggressive, males are more often chosen for key positions.

Words: 550

- | | |
|------------|--|
| (1) male | <i>n.</i> man; boy; he-animal |
| ✓(2) score | <i>v.</i> to win(a total of points)in an examination |
| (3) muscle | <i>n.</i> (one of)the pieces of elastic substance in the body that can |

be tightened or loosened to
produce movement

(4) nerve *n.* any of the threadlike parts of
the body which form a system
to carry feelings and messages
to and from the brain

√(5) aggression *n.* an attacking action made
without just cause

(6) assume *v.* to take as true

(7) salary *n.* fixed pay for regular work

(8) responsibility *n.* the state or quality of
being responsible

Multiple Choice Questions.

1. In this passage the writer thinks that _____.
 - a. boys have better vocabularies than girls
 - ✓ b. males show superior ability in science
 - c. girls are better at building things
 - d. females are good at science and technology,
2. Baby boys talk at a later age than girls do because _____.
 - ✓ a. the nerve endings in the left side of the brains develop slower in boys than in girls
 - b. the nerve endings in the right side of the brains develop faster in girls than in boys
 - c. the bones of the brains develop faster in girls than in boys

- d. the muscles of the brain develop slower in girls than in boys
3. In elementary schools, the author thinks that ____.
- a. boys are more ready to remember facts, to spell and to read
 - b. boys have an advantage
 - c. boys have a disadvantage
 - d. girls have a disadvantage
4. Because of ____, boys are more aggressive than girls.
- a. their courage and energy
 - b. their strong independence
 - c. the influence of other boys
 - d. male hormones
5. Little girls often perform school tasks more satisfactory than boys because ____.
- a. little girls have better brains
 - b. little girls are more aggressive
 - c. little girls like to think things independently
 - d. little girls have less aggression but have better memories
6. Who(m) does the author think should be given more important job?
- a. Males only.
 - b. Females only.
 - c. Both men and women.
 - d. Aggressive persons.

7. In the future, a person's ability may not be ____
by sex.
- ☒ a. decided b. defeated
c. deformed d. defended
8. The antonym of "independent" is ____.
- a. depend ☒ b. dependent
c. dependence d. dependable
9. Girls may easily get good grades. Here "grades" can
be replaced by ____.
- a. "degrees" ☒ b. "marks"
c. "ranks" d. "courses"
10. Which word doesn't mean "money"?
- a. Wage. b. Pay.
c. Salary. ☒ d. Present.

2. The Perfect Match

In many parts of the world, a young person's husband or wife is chosen by the person's parents. In the United States, the choice is usually made by the young people themselves. A few people now pay private companies to help them in their search for the right husband or wife. Such a company collects a great deal of information about each man or woman who is interested in marrying and puts the information on a card, which is called an IBM card. All cards are then classified by a computer, a machine which organizes the cards into groups. The theory is that such a machine can make the best decision about matching ⁽¹⁾ the right man with the right woman because machines are not influenced by emotions. The value of this theory is considered in the following short story.

I walked into the office and shook hands with a smiling man named Mr. Bleaucher. He was dressed very well, compared to me. There was a pile of papers on his desk.

"I'm sure you'll be very pleased with her," he said. "She was picked by our computer out of more than

ten million women in the United States. We classify them by race ⁽²⁾, religion, and regional background."

I sat there interestedly, wishing I had taken a shower ⁽³⁾ before I came. It was a very nice office but the chair wasn't too comfortable.

"And now—"he said. He suddenly opened the door to the next room, and I got a surprise.

She was pretty. Really, she was pretty.

"Mr. Walker, this is Miss Alice Dunfield of Laughing Lake, Montana. Miss Dunfield, this is Mr. Franklin Walker of New York. "

"Call me Frank. Nobody calls me Franklin." I said. I was a little nervous. She was pretty, you see.

Mr. Bleaucher left, and we were able to talk.

"Hello," I said.

"Hello," she answered.

"I'm—I'm very pleased with the choice," I said. I was trying to be careful of my words. Maybe she didn't like being called a choice. "I mean—I'm glad about the way things turned out. "

She smiled. She had a nice smile. Good teeth.

"Thank you," she said. "So am I." She was nervous, too.

"I'm thirty-one," I told her.

"Yes, I know," she said. "It's all on the cards."

There didn't seem to be anything to add to the conversation. Everything was on the cards, so there

wasn't much to talk about.

"How about children?" she said.

"Three. Two boys and a girl."

"That's exactly what I want," she said. "It's written under 'Future Planning.' It's on that page there."

I suddenly noticed the papers in my hand. On the first page an IBM card had been attached with facts about her. I guessed that the papers she was holding told facts about me. I began looking through the papers I had. She did the same. The turning pages made a lot of noise.

I read that she liked classical music. (This was in "Preferences ⁽⁴⁾ and Habits.") "You like classical music?" I asked her.

"Well—better than anything else. I also have the complete collection of Frankie Laine records."

"He was a great singer," I agreed.

I went on looking through the papers, and so did she. She liked books, football, sitting near the front at movies, sleeping with the windows closed, dogs, cats, goldfish, ham ⁽⁵⁾ sandwiches, simple clothes, private schools for the children (our children, really), living in the suburbs, art museums.

She looked up. "It seems we like the same things," she said.

"The exact same things," I said.

I read the report which had the title, "Psychology ⁽⁶⁾". It said she was shy, avoid arguments, didn't talk much, was a good mother type.

"I'm glad you don't drink or smoke," she said.

"I don't. I don't like to. Sometimes I have beer, though."

"It doesn't say so here."

"Well, maybe I forgot to mention it." I hoped she didn't mind.

We finished reading the reports on each other.

"We are very much alike," she said.

Alice and I have been married for nine years now. We have the three kids already, two boys and a girl. We live in the suburbs and listen to a lot of classical music. The last time we had an argument is too far back to remember. We agree on practically everything. She's been a good wife, and, if I may say so, I've been a good husband. Our marriage is perfect.

We're getting divorced next month. I can't go on like this.

Words: 750

(1) match *v.* to find person suitable for another

(2) race *n.* a group of people of the same