

大学英语泛读教程

阅读能力训练 (下)

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READING

COMPREHENSIVE READING

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前 言

《大学英语泛读教程》是来自全国七个省市的二十五所高等院校的英语教师根据《高等院校英语专业基础阶段教学大纲》共同编写而成的。在编写本套教材的过程中，既考虑到了泛读课与其它英语课程的紧密配合，也考虑到了学生在不同学习阶段的特点和学习目的，以及泛读课堂教学活动特色，力图使本套教材具有科学性、知识性、趣味性和可行性。本套教材适合于大专院校英语专业一、二年级学生使用，也适合于理工科专业本科生和研究生使用。

本套教材共分两大部分，并且配有练习答案。第一大部分为阅读速度训练，它包括四册；第二大部分为阅读能力训练，它分上下两部分。每部分包括两册。

阅读速度训练部分，用于课堂内前二十分钟的阅读速度强化训练，1~4册从易到难，每册文章体裁及其练习都针对不同的教学目的，力求能够系统地、全面地使学生接触各种不同体裁的文章，掌握各种阅读技巧，以提高学生在四级统考中的应试能力。阅读能力训练部分，每册18个单元，四册共选入140篇短文。短文题材新颖，涉及知识面广，它主要用于70分钟的课堂内教学活动，其目的是扩大学生词汇量，拓宽学生知识面，提高学生在阅读过程中的分析和判断能力。练习答案以活页形式出现，教师可以在适当的教学阶段将练习答案分期发给学生，以利教学。

每册阅读能力后面都附有学生课外必读书目。教学人员可以按照必读书目要求学生每周阅读一定页数的浅易读物，并且在课堂上抽出十分钟的时间用读书汇报形式检查学生课外阅读情况，同时指导学生课外阅读方法以扩大学生的阅读量，培养学生阅读兴趣。

本套书的主编由河南师范大学外文系张炳新、李远方、翁时雄同志担任，副主编分别由每册书编写小组组长担任。每册书的付主编实际上是该册书分册的主编。

本套书在编写过程中，承蒙北京大学李赋宁教授、王式仁教授和赵链教授的关怀和鼓励，借此机会向他们表示衷心的感谢。

由于我们编写人员水平有限，时间紧迫，本套书一定有不少问题，希望使用本套书进行教与学的同行不吝赐教，我们将不胜感谢！

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第三册

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Brave Ballerina

By Margaret F. Atkinson and May Hillman

- 1 On the fateful night in 1939 when the first German bombs fell on Poland, young Nina Novak, one of Poland's most promising dancers, was performing in the Opera House in Warsaw. Two days later the Opera House was destroyed by bombs. Nina's whole life had been devoted to ballet; now her world collapsed around her. In the dark years that followed, it seemed that she would never dance again, much less become one of the world's leading ballerinas. But Nina had courage—and a dream that began when she was very young.
- 2 Nina was born in Warsaw and spent the early years of her childhood there. Her first schoolteacher noticed little Nina's grace and told her she should study dancing. Nina delightedly reported the teacher's words at home, but her mother fought the idea, saying that no daughter of hers was going to be a dancer. Nina however, was a determined child. She had made up her mind to be a really great ballerina no matter what the cost, and she worked toward this goal with her whole being. She coaxed and begged until her mother finally gave in and let her enroll at the Polish Opera Ballet School.
- 3 Her first appearance on stage came three years later, when she was allowed to dance the part of a slave girl in the opera "Aida". Shortly after this, Nina became a real professional, dancing for two years as prima ballerina of the Children's Ballet of Warsaw.
- 4 When she was thirteen, she was taken into the Polish Opera Company. She was the youngest dancer ever to become a member of its corps de ballet. The following year, she started out with the company on a long European tour. She spent two exciting years dancing in the capitals of Europe, and she rose from her humble place in the corps de ballet all the way to soloist.
- 5 She had just returned to Warsaw after this tour when the Polish State Ballet was invited to dance at the World's Fair in New York early in 1939. But while she was dancing gaily in New York, war clouds were darkening over her native country. Nina had been home for only a month when Hitler marched into Poland.
- 6 The invading Germans decreed that anyone who did not have a job would be sent to a work camp. At great risk, Nina refused to dance at the large theater that the Germans had taken over. Instead, she joined a group of Polish dancers in a small, ill-equipped theater where they gave performances only for their own countrymen.
- 7 The dark years of World War Two wore on. One by one, the members of Nina's large and wealthy family were arrested and sent to concentration camps. Her adored older brother was taken first, then her father, then Nina and her other brothers and sisters. They were separated and sent to different camps. Nina frantically asked for news of her family from each new prisoner who came to her camp. Dreary months dragged by before the tragic news reached her that her beloved brother had been killed for anti-Nazi activities. Her father, too, was dead—of starvation.
- 8 Dazed with grief, she no longer cared whether she lived or died. Six months later, when liberating troops arrived and threw open the prison gates, she was so thin that she could hardly walk.
- 9 Barely aware that the war was over, Nina listlessly began to pick up the threads of her life. She was reunited with what was left of her family, and they tried to make some sort of life for themselves in war-torn Poland. She began to feel vague stirrings of the old, familiar desire to dance, but she was still too depressed and weak to

practice. Her younger brother tried to encourage her. He began to practice with her, and soon they had built up a charming little dance routine of their own. Together they found dancing engagements in many Warsaw night spots. The family decided that the best future for Nina as a dancer was in the United States, and they started saving money for her to make the trip.

- 10 Nina arrived in New York in 1947—a slight girl whose tragic dark eyes held the only hint of the heartbreak she had been through. She set about learning to speak English and took intensive ballet lessons to retrain her still-frail body. She applied for a position in the corps de ballet of the Ballet Russe de Monte Carlo in 1948 and was accepted. She worked hard, determined to rise to the top. Four years later, she had made the grade—she was the top-ranking ballerina with the Ballet Russe de Monte Carlo.
- 11 The bitter war had brought Nina heartbreak and had driven her to the verge of physical collapse. But in spite of this, she says today, “Always in life, I have luck—I really have luck!” She insists that it was luck that brought her two of her greatest roles. The first was Swanilda in “Coppelia.” Nina danced that role on three days notice when the Ballet Russe de Monte Carlo was in Chicago. Replacing Danilova, who was ill, she danced so well that she got rave notices from the Chicago critics.
- 12 It was luck again according to Nina, that brought her the role in “Mute Wife” for which she is best known. The leading ballerina had an argument with the choreographer and walked out. Nina stepped in.
- 13 She has won a leading role in almost every ballet of the Ballet Russe. Still driven by ambition, she is so dedicated to her profession that nothing else matters to her. Nina Novak has taken for her creed the words of her teacher of long ago: “If people tell you that you cannot dance, do not believe them, for you can. But if they say that you are wonderful, do not believe them either,

for you must always improve.”

Notes:

- adored *a.* 敬慕的
 ambition *n.* 志向; 抱负
 ballerina *n.* 芭蕾舞女演员
 choreographer *n.* 舞编
 coax *v.* 好话劝说
 drag *v.* (时光)过得很慢
 enroll *n.* 加入
 prima *a.* 第一的; 主要的
 rave *a.* 热烈的
 routine *n.* 节目; 程序
 soloist *n.* 独舞者
 vague *a.* 淡漠

I. Reading Comprehension

How exact was your reading?

1. In the Children's Ballet of Warsaw, Nina was
 A. the star, or prima ballerina
 B. the youngest dancer
 C. still a beginner

What happened when?

2. Of the following events, the first to occur was
 A. the German invasion of Poland
 B. Nina's European tour
 C. the World's Fair in New York
3. Nina spent the last part of the war
 A. dancing in Warsaw night spots
 B. working with a small Polish troupe
 C. in prison
4. Nina began her work in ballet again
 A. while she was still in prison
 B. as soon as the war was over
 C. when she arrived in New York

Do you know the reason why?

5. Nina refused to dance at the theater taken over by the Germans because she
 A. wanted to dance in a larger theater
 B. was no longer interested in dancing
 C. did not want to dance for the Germans

Can you see the similarity?

6. With both the Polish Opera Company and the Ballet Russe de Monte Carlo, Nina
 A. began in the corps de ballet

B. was a top-ranking ballerina

C. both A and B

Can you draw the right conclusion?

7. It is most accurate to say that the war

A. did not affect Nina's devotion to dancing

B. almost ruined Nina's whole life

C. changed Nina's most important goals

8. Nina's statement that it was luck that brought her of greatest roles is

A. completely untrue

B. partially true

C. the whole truth

9. Nina thinks that she

A. still must prove to others that she can dance

B. still must work at learning to dance

C. has at last reached her goal

II. Vocabulary

A. Often you can tell the meaning of a word by reading the words around it. This is called getting the meaning from context.

Directions. Find the word in the paragraph that means

1. important; disastrous (1)

2. ordered (6)

3. very sad (7)

4. indifferently; dejectedly (9)

5. indefinite; not clear (9)

6. thorough; strenuous (10)

7. edge; brink (11)

8. statement of belief (13)

B. A word may have more than one meaning. Its meaning depends on the way it is used.

Directions: Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Write the letter that stands before the correct meaning

9. followed (1)

A. obeyed

B. came after in time

C. listened closely

10. familiar (9)

A. well-known

B. friendly; close

C. too bold; presumptuous

11. position (10)

A. location

B. opinion

C. job

12. notice (11)

A. warning; announcement

B. printed sign

C. courteous attention

13. leading (12)

A. guiding; directing

B. principal; chief

C. beginning; opening

Unit 1 / Text B

She Signed Dollar Bills

By Aylesa Forsee

1 Several years after her appointment as treasurer of the United States, Ivy Baker Priest returned to her old hometown of Bingham Canyon, Utah. Through misty eyes she viewed the banners that said "Welcome Home Ivy Baker Priest"; as she spoke to the crowd, she saw respect and pride in the faces of the audience, many of whom had been friends of her father, a miner.

2 This homecoming surpassed even her teenage dreams, in which she had pictured

herself returning to Bingham in style, having achieved fame and fortune. As a teenager, Ivy was tall, tomboyish, and awkward, but secretly she had dreamed of becoming an actress. When a local newspaper announced that roles in a film to be made in Salt Lake City would be awarded to those who sold the largest number of subscriptions to the paper, Ivy went to work. She campaigned industriously and won second prize—the privilege of dancing

in a beautiful costume during a short scene.

- 3 The night the film was to be shown in Bingham, anticipation kept her from eating. But when she saw herself on the screen, gangly and ungraceful, she sneaked out of the theater and went home to cry herself to sleep.
- 4 Every party was a nightmare. When she went to a prom in her sophomore year, only one boy asked her to dance; the following day she overheard one of the girls say, "Jim did it on a dare."
- 5 The next year Ivy attended school in Salt Lake City and then spent the summer in San Francisco. Her morale improved, and invitations to movies, parties, and dances began to come her way. One day Harry Howard Hicks asked her for a date, and it was Harry for the remainder of the summer. The following winter in Bingham, Ivy served as a member of the student council, as assistant editor of the school newspaper, and as captain of the debate team; she played the leading role in the class play, and somehow found time for dates as well.
- 6 Harry wanted her to marry him as soon as she graduated, but Ivy wanted to go on to study law. Then she learned that her family could not afford to send her to college.
- 7 To earn some money on her own, she took a job as a ticket seller at Princess Theater. After the box office closed, she could see the show. The contrast between her ordinary life and the romantic life pictured on the screen made her long for a change. Harry had taken a job in Salt Lake City so that he could see her on weekends. They were married on July 31, 1924, but after four years of marriage, Harry was killed in an airplane crash.
- 8 The demands of daily living left little time for self-pity. Ivy was living with her parents now. A nationwide depression brought lowered salaries and unemployment, and then, one winter, Ivy's father became too ill to work. Ivy and her mother grimly undertook the job of supporting the family. They decided to move to Salt Lake City. Ivy found a job as a night telephone operator. Days she worked as a salesclerk.
- 9 When the crisis passed, Ivy began casting about for new activities that would challenge her. Her mother had always been active in politics, and Ivy decided that it would be interesting to be a delegate to the Republican state convention. She had heard that a tight little group usually railroaded things through the precinct meetings. Seeing a chance to jolt the old timers, Ivy tried her tactics. She and thirty fellow conspirators filed into the meeting, and a friend proposed Ivy for delegate. They forced a vote, and Ivy was elected.
- 10 Her enthusiastic approach to politics amused the hard-boiled politicians at the state convention. Later, to prove her usefulness to the party, Ivy did even the smallest jobs—stuffing envelopes, ringing doorbells, and watching at the polls. She found politics hard work. It was not always as exciting or as glamorous as she had imagined. Chosen Republican vice-chairman for her district, she arranged meetings, checked for non-registered voters, and planned publicity.
- 11 During this time Ivy met Roy Priest. They married in 1935, and Ivy pushed politics into second place; she remained active, however, at the local, state, and national levels. Whenever things became too complicated at home, her aunt and her mother stepped in to help with the three children.
- 12 In 1952 Ivy was called home from the national convention—her mother had had a stroke. Three weeks later Mrs. Baker died. It was a week later that Arthur Summerfield, director of the Eisenhower campaign, called. He asked Mrs. Priest to act as the assistant chairman of the committee in charge of the women's division. Ivy felt that she couldn't accept. Roy and the children persuaded her to take it.
- 13 All those traveling on the Eisenhower

campaign train worked hard. They planned publicity, gave speeches, and made television appearances. The pressure of the campaign led to minor disasters. In Salt Lake City Ivy introduced Mrs. Richard Nixon with, "I present to you the next wife of the Vice-president of the United States."

14 On election day committee workers, filled with suspense, assembled at the Commodore Hotel in New York. When the Democratic candidate conceded defeat, Mrs. Priest felt rewarded for her efforts. Tired of travel, worn out by the strain of the campaign, she longed to be at home with her family; but much remained to be done, and Ivy stayed to do it. Finally, only one job remained—a last report to the chief.

15 After an exchange of greetings, Mr. Eisenhower said matter-of-factly, "Mrs. Priest, I want you to be the treasurer of the United States."

16 Ivy stared at him unbelievably. Then, drawing a deep breath, she said, "I'd be honoured, of course."

17 The family stood by proudly on the day she was sworn in. About three months later, she attended her first White House dinner. At a table covered with white damask and gold table service, she sat only two places away from the President. Ivy's thoughts raced back to the days when she had drunk thin soup out of thick cups in a bleak little mining town; she had never expected to get anywhere near the White House.

18 In her book, *Green Grows Ivy*, she says gratefully that her parents "set the ivy the way it should grow." Poverty could have handicapped Ivy Baker Priest, but her dreams, her faith, and her belief that talent must be used for others brought her a life of success as well as service.

Notes:

- bleak *a.* 荒凉的, 凄凉的
 conspirator *n.* 共谋者
 dreary *a.* 沉闷的, 阴郁的

- gangly *a.* 瘦长的
 glamorous *a.* 富有迷惑力的
 grimly *ad.* 坚强的, 不屈的
 hardboiled *a.* 不动感情的, 强硬的
 ivy *n.* 长春藤
 jolt *v.* 使慌乱的
 old-timer *n.* 老资格的人
 overhear *v.* 无意中听到, 偷听
 precinct *n.* 选区
 railroad *v.* 使草率通过
 sophomore *n.* 大学二年级学生
 stroke *n.* 中风, 麻痹
 tactics *n.* 战术, 战略
 on a dare 大着胆子
 step in 插手
 aftermath *n.* 后果
 bejewel *v.* 夸夸其谈

I. Reading Comprehension

- This story was written to illustrate the point that
 - politics is a comparatively easy field in which to succeed
 - handicaps can be overcome by hard work and perseverance
 - women are needed in government
- The writer relates the incident of Mrs. Priest's mistake in introducing Mrs. Nixon in order to
 - insert a note of humor
 - arouse sympathy for Mrs. Nixon
 - show that Mrs. Priest is not an extraordinary person
- Mrs. Priest was appointed treasurer because she
 - was an expert in economics and finance
 - proved she was loyal and hardworking
 - stayed at work after the campaign was over
- One factor in Mrs. Priest's success was that
 - her family was willing to help her
 - she depended entirely on herself
 - politics was always more important to her than anything else.
- Mrs. Priest always was guided by the idea that

- A. it was unimportant to get ahead
- B. her talents must be used for others
- C. she should get ahead by disregarding others

Some of the events in the story were turning points in Ivy Baker Priest's life. Others were important, but did not really change her life. For each event listed below, write turning point or no change.

- 6. her appearance in the movie
- 7. her year in Salt Lake City and San Francisco
- 8. her inability to go to college
- 9. her appointment as treasurer
- 0. her first White House dinner

II. Vocabulary

A. Often you can tell the meaning of a word from its context the words around it.

Direction: Find the word in the paragraph that means

- 1. expectation; a looking forward(3)
- 2. mental condition; confidence(5)
- 3. representative(9)
- 4. full of intense or eager interest(10)
- 5. complex; intricate(11)
- 6. admitted; acknowledged(14)
- 7. a kind of line(17)
- 8. with deep appreciation(18)

III. Sentence Comprehension

C: For each of these questions, choose the answer that is closest in meaning to the original sentence. Note that several of the choices may be factually correct, but you should choose the one that is the closest restatement of the given sentence.

- 1. In judging his work; we must make allowance for his lack of experience.
 - A. In judging his work, we must take his lack of experience into consideration.
 - B. In judging his work, we must admit that although he lacks experience, he is allowed to do what he is interested in.
 - C. We must judge his work on the basis of his experience alone.
 - D. His lack of experience is to be judged in terms of his achievement in his work.

2. Although he had never before practiced artificial respiration, Fred proved equal to the occasion and saved the swimmer's life.

- A. Fred had never practiced artificial respiration before, but he saved the swimmer's life by another equally effective method which proved successful on the occasion.
- B. Fred, though having no previous experience of artificial respiration, showed that he was capable of handling the situation and saved the swimmer's life.
- C. The swimmer's life was saved because the accident gave Fred a chance to practice what he had never did before.
- D. For all his knowledge of artificial respiration, Fred proved that he was incompetent although he saved the swimmer's life.

3. It just occurred to me that if we want to go to the seashore for our vacation we had better make reservation in advance.

- A. It just happened to me that if we want to go to the seashore for our vacation, we have to make better preparations now.
- B. I believed that if we want to go to the seashore for our vacation, we had better do so in advance.
- C. It just came to my mind that if we want to go to the seashore for our vacation, it would be advisable for us to make reservation beforehand.
- D. I just came to the conclusion that if we want to go to the seashore for our vacation, we must make advanced reservations.

4. Harry was a capable lawyer, but it was difficult for him to live up to the reputation established by his more brilliant father.

- A. Harry was a capable lawyer, but it was a hard life for him to be with his father, who was brilliant and of great repute.

- B. A capable lawyer as Harry was, he found it difficult to equal the reputation set by his more brilliant father.
- C. Although Harry was a capable lawyer, his father, who was more brilliant, made it difficult for him to live by the reputation already established.
- D. Despite the fact that he had a brilliant father with good reputation, Harry found it difficult to live with his capability.
5. Beautiful clothings do not make a fine gentleman any more than beautiful feath-

ers make a fine bird.

- A. Just as beautiful clothings do not make a fine gentleman, so beautiful feathers do not make a fine bird.
- B. Beautiful clothing don't make a fine gentleman, but beautiful feathers can make a fine bird.
- C. Either beautiful clothings make a fine gentleman, or beautiful feathers make a fine bird.
- D. Although beautiful clothings make a fine gentleman, beautiful feathers do not make a fine bird.

Mississippi Steamboat Days

- 1 Steamboating on the Mississippi began in 1811, when the New Orleans was launched on the Monongahela River at Pittsburgh. It was the first steamboat intended for navigation on the Mississippi.
- 2 People lined the banks of the river to laugh at the weird device with its hissing engines and fancy paddle wheels. When the spectators learned that the builder of the boat intended to take his wife along on the trip, excitement and scandalized alarm spread through Pittsburgh and up the valley of the Monongahela. No one had ever heard of such folly. People said the boat would surely blow up. Almost everyone in Pittsburgh came down to the river to see the man and the woman exploded into eternity.
- 3 Instead, the New Orleans settled nicely in the water and, with a head of steam, clipped through the water at a speed of eight to ten miles an hour. To the people along the banks, success was more astonishing than disaster would have been. Cheer after cheer shook the air.
- 4 The trip was successful. The boat navigated the Monongahela, then followed the Ohio to Cairo, Illinois, where it joins the Mississippi. So steamboating came to the Mississippi. Soon people forgot how they had laughed at the very thought of a steamboat navigating the tricky old river.
- 5 In 1857, when Mark Twain, born Samuel Clemens, became an apprentice river pilot, steamboating had been a part of the Mississippi scene for a quarter of a century. The steamboat dominated life along the old river. How well Sam knew the magic cry, "S-t-e-a-m-boat a-comin'," that woke his sleepy little home town of Hannibal, Missouri. Ten minutes before a steamboat touched the dock, the town would be dead, and ten minutes after the boat had departed, the town would return to its snooze. Later, Sam Clemens was to
- take his pen name from the familiar boatman's sounding call, "mark twain," meaning that the river depth measured two fathoms, or twelve feet of water.
- 6 Twain's first experience as a cub pilot was aboard the steamer Paul Jones, out of New Orleans, and his instructor was the redoubtable Hortace Bixby. Bixby knew every point, every rock, every shallow along hundreds of miles of river. He sang out each landmark once: "This is Nine-Mile Point," or "The slack water ends here abreast this bunch of China trees; now we cross over," and expected Twain to remember them forever. The youthful apprentice found this impossible. Moreover, awakened in the night to take his second watch, he fell into such a bad mood that he almost hoped that Bixby would ground the boat. But let Mark Twain tell the story in his own way, as he did in his book *Life on the Mississippi*:
- 7 "It was a rather dingy night, although a fair number of stars were out. The big mate was at the wheel, and he had the old tub pointed at a star and was holding her straight up the middle of the river. The shores on either hand were not more than a half mile apart, but they seemed wonderfully far away and ever so vague and indistinct. The mate said: 'We've got to land at Jones's plantation, sir.'
- 8 The vengeful spirit in me exulted. I said to myself, 'I wish you joy of your job, Mr. Bixby; you'll have a good time finding Mr. Jones's plantation such a night as this; and I hope you never will find it as long as you live.'
- 9 Mr. Bixby said to the mate: 'Upper end of the plantation or the lower?'
- 10 'Upper.'
- 11 'I can't do it. The stumps there are out of the water at this stage. It's no great distance to the lower, and you'll have to get along with that.'

12 'All right, sir. If Johnes don't like it, he'll have to lump it, I reckon.'

13 All I desired to ask Mr. Bixby was the simple question whether he was fool enough to really imagine he was going to find that plantation on a night when all plantations were exactly alike and all the same color ... The stars were all gone now and the night was black as ink. I could hear the wheels churn along the bank, but I was not entirely certain that I could see the shore. The voice of the invisible watchman called up from the hurricane deck:

14 'What's this, sir?'

15 'Jones's plantation.'

16 I said to myself, 'I wish I might venture to offer a small bet that it isn't.' But I did not chirp. I only waited to see. Mr. Bixby handed the engine bells, and in due time the boat's nose came to the land, a torch glowed from the forecandle, a man skipped ashore, a voice on the bank said: 'Gimme de k'yarpetbag, Mass' Jones,' and the next moment we were standing up the river again, all serene.

17 From experiences such as this, Sam Clemens soon learned that there was more to piloting on the Old Mississippi than met the eye. First was the necessity of a memory. 'To know the Old and New Testaments by heart,' he said, 'and be able to recite them glibly, forward or backward, or begin at random anywhere in the book and recite both ways and never trip or make a mistake, is no extravagant mass of knowledge, and no marvelous facility, compared to a pilot's massed knowledge of the Mississippi and his marvelous facility in the handling of it.'

18 About three years after Clemens received his pilot's license, the Civil War cut off Mississippi steamboating in its prime. It never fully recovered; just when fine boats like the Natchez and the Robert E. Lee were reviving the old glory, along came the depression of 1873.

19 The steamboat era will never be forgot-

ten; it is remembered as it was in its heyday, one of the most romantic eras in the history of the Mississippi.

Notes:

abreast *ad.* 并肩, 相并

churn *v.* 剧烈搅动

eternity *n.* 永生

exult *v.* 狂喜

hurricane *n.* 飓风

scandalized *a.* 夹带愤慨的

snooze *n.* 瞌睡

weird *a.* 古怪的

I. Reading Comprehension:

How exact was your reading?

1. The first Mississippi steamboat was the

A. New Orleans

B. Robert E. Lee

C. Paul Jones

2. The first Mississippi steamboat voyage was

A. more successful than people expected

B. a complete success except for one thing

C. not as successful as its owners had hoped

3. In steamboat language, "mark twain" meant

A. danger ahead

B. twelve feet of water

C. shoal to starboard

Did you grasp the main points?

4. At the beginning of the Civil War, Mississippi steamboating was

A. at its height

B. slowly dying

C. recovering from a depression

5. As the boat approached Jones' plantation Sam hoped Mr. Bixby would

A. miss the landing completely

B. let him take the wheel

C. successfully pick up the passengers

Can you draw the right conclusions?

6. The landing at Jones's plantation succeeded because of the

A. brightness of the night

B. ease of navigating the river

C.pilor's skill

7.Bixby's refusal to land at the upper end of the plantation showed

A.; his complete knowledge of the river

B.the stubbornness of his nature

C.his desire to impress the cub engineer

Do you understand why?

8. Samuel Clemens became a river pilot in order to

A.satisfy a childhood ambition

B.earn his passage to New Orleans

C.revive the glory of steamboating

9.The author's purpose in writing this article was to

A.popularize the writing of Mark Twain

B.describe steamboat days on the river

C. demonstrate the worth of the steamboat

II.Vocabulary:

A.Often you can tell the meaning of a word by reading the words around it.This is called getting the meaning from context.

Directions: Find the word in the paragraph that means

1.shocked; outraged (2)

2.Foolishness (2)

3.fearsome; formidable (6)

4.dismal (7)

5.rejoiced (8)

6.dare (16)

7.easily; smoothly (17)

8.ability; skill (17)

B. A word may have more than one meaning.Its meaning depends on the way it is used.

Directions: Read the three meanings for each word.Look back to the paragraph to see how the word is used in the story. Write the letter that stands before the correct meaning.

9.lined (2)

A.formed a line along

B.formed an inner layer

C.drew lines on

10.clipped (3)

A.cut; sheared

B.moved rapidly

C.fastened

11.slack (6)

A.neglectful

B.barely moving

C.relaxed

12.watch (6)

A.period of shipboard duty

B.timepiece

C.sentinel; guard

13.fair (7)

A.attractive; lovely

B.just and honest

C.average

Unit 2 / Text B

Traveling Students by J.d.Ratcliff

1 This year some twenty-three hundred teen-agers from all over the world will spend about ten months in U.S.homes.They will attend U. S. schools, meet U.S.teen-agers, and form lifelong impressions of the real America.At the same time, about thirteen hundred American teen-agers will go abroad to learn new languages and gain a new understanding of world problems.On returning home they, like others who have participated in the exchange program, will pass along their fresh

impressions to the youth groups in which they are active.

2 What have the visiting students discovered? A German boy says, "We often think of America only in terms of skyscrapers, Cadillacs, and gangsters.Americans think of Germany only in terms of Hitler and concentration camps. You can't realize how wrong you are until you see for yourself."

3 A Los Angeles girl says, "It's the leaders of the countries who are unable to get

along. The people get along just fine."

- 4 Observe a two-way student exchange in action. Fred Herschbach, nineteen, spent last year in Germany at the home of George Pfafflin. In turn, Mr. Pfafflin's son Michael spent a year in the Herschbach home in Texas.
- 5 Fred, lanky and lively, knew little German when he arrived, but after two months' study the language began to come to him. School was totally different from what he had expected—much more formal, much harder. Students rose respectfully when the teacher entered the room. They took fourteen subjects instead of the six that are usual in the United States. There were almost no outside activities.
- 6 Family life, too, was different. The father's word was law, and all activities revolved around the closely knit family unit rather than the individual. Fred found the food—mostly starches—monotonous at first. Also, he missed having a car.
- 7 "At home, you pick up some kids in a car and go out and have a good time. In Germany, you walk, but you soon get used to it."
- 8 A warm-natured boy, Fred began to make friends as soon as he had mastered enough German to communicate. "I didn't feel as if I were with foreigners. I felt as I did at home with my own people." Eventually he was invited to stay at the homes of friends in many of Germany's major cities. "One's viewpoint is broadened," he says, "by living with people who have different habits and backgrounds. You come to appreciate their points of view and realize that it is possible for all people in the world to come closer together. I wouldn't trade this year for anything."
- 9 Meanwhile, in Texas, Mike Pfafflin, a friendly German boy, was also forming independent opinions. "I suppose I should criticize the schools," he says. "It was far too easy by our standards. But I have to admit that I liked it enormously. In Germany we

do nothing but study. I think that maybe your schools are better training for citizenship. There ought to be some middle ground between the two." He took part in many outside activities, including the dramatic group.

- 10 Mike picked up a favorite adjective of American youth; southern fried chicken was "fabulous." When expressing a regional point of view, he used the phrase "we Texans." Summing up his year, he says with feeling, "America is a second home for me from now on I will love it the rest of my life."
- 11 This exciting exchange program was government sponsored a first; now it is in the hands of private agencies, including the American Field Service and the International Christian Youth Exchange. Screening committees make a careful check on exchange students and host homes. To qualify, students must be intelligent, adaptable, outgoing—potential leaders. Each student is matched, as closely as possible, with a young person in another country whose family has the same economic, cultural, and religious background.
- 12 After their year abroad, all students gather to discuss what they observed. For visiting students to accept and approve of all they saw would be a defeat for the exchange program. They are supposed to observe, evaluate, and come to fair conclusions. Nearly all who visited the United States agreed that they had gained faith in American ideals and deep respect for the U. S. brand of democracy. All had made friendships that they were sure would last a lifetime. Almost all were struck by the freedom permitted American youth. Many were critical, though, of the indifference to study in American schools, and of Americans' lack of knowledge about other countries.
- 13 The opinions of Americans abroad were just as vigorous. A U. S. girl in Vienna: "At home, all we talk about is dating,

movies, and clothes. Here we talk about religion, philosophy, and political problems. I am going to miss that."

- 14 A U.S. boy in Sweden: "I learned to sit at home, read a good book, and gain some knowledge. If I told them this back home, they would think I was a square."
- 15 An American girl in Stuttgart, however, was very critical of the German school. "Over here the teacher is king, and you are somewhere far below. Instead of being friend and counselor, as in America, the teacher is regarded as a foe—and behaves like it too!"
- 16 It costs a sponsoring group about a thousand dollars to give an exchange student a year in the United States. Transportation is the major expense, for bed, board, and pocket money are provided by volunteer families. There is also a small amount of federal support for the program.
- 17 In Europe, about ten students apply for every place available; in Japan, the ratio is fifty to one. The student exchange program is helping these eager young citizens of tomorrow learn a lot about the world today.

Notes:

- Cadillacs *n.* 一种高级轿车
lanky *a.* 瘦高个的
starch *n.* 淀粉
monotonous *a.* 单调的
screen committee 甄别委员会
U.S. brand of democracy 美国式民主
square *n.* 老古板

I. Reading Comprehension

1. An exchange student visits a country for
A. less than year
B. a little more than a year
C. about two years
2. Exchange students are generally placed in homes that are
A. very similar to their own homes
B. typical of homes in the land they are visiting
C. as different from their own homes as is

possible

3. The major expense that a group sponsoring an exchange student must meet is
A. bed and board
B. pocket money and incidentals
C. transportation

Did you understand the important points?

4. The sponsors of the program hope that visiting foreign students will give America

- A. complete approval
B. strong criticism
C. honest evaluation

5. The greatest value of the program is that each visiting student

- A. has a chance to travel in foreign countries
B. shares what he learned with others
C. learns a new language

Did you see the similarity?

6. Fred Herschbach and Mike Pfgaffin agreed that

- A. Americans are friendlier than Germans
B. German food is more monotonous than American food
C. German schools are harder than American schools

Can you make the right inferences?

7. As adults, exchange students are most likely to be

- A. professors
B. travelers
C. leaders

8. The author thinks that the Communists will not participate in the exchange program because they are

- A. sure their people are well informed
B. unwilling to show their people how other live
C. unable to provide enough homes for visiting students

9. It is reasonable to suppose that the author wishes that

- A. American schools provided fewer outside activities
B. more money were available to finance